

OFFICIAL COURSE OUTLINE

Course Code:	PARA-1100
Short Title:	Clinical Sciences
Long Title:	Clinical Sciences
Prerequisites:	PARA1050 Emergency Medical Responder; or, PARA1051 Emergency Medical Responder Accelerated.
Co-requisites:	
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Health Sciences Division – Paramedic Academy
Previous Code & Title:	PARA100
Course First Offered:	August 2016

Credits:	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; and
- 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

Bledsoe, B.E et al. (2006). Essentials of Paramedic Care, Canadian Edition, Vol. 1 & 2. Toronto, ON: Pearson Education Inc.

Other material accessed through the Blackboard LMS.

Equivalent JIBC Courses

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	
Total	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	
Total	100%

Comments on Evaluation

The Clinical Sciences course is delivered online using a discussion forum, assignments, case studies, and online flashcards to reinforce and aid the retention of the course material. An online facilitator will provide focus during the course to assist students in meeting the course objectives.

This online course is delivered over four weeks. It is expected that students spend a minimum of 10 hours per week to complete all of the course requirements.

Note: In addition to the hours specified above, learners will be required to complete a written examination. This exam will be conducted during the Fundamentals of Paramedical Care 1 course.

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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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"> <input checked="" type="checkbox"/> Critical thinking: Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods. <input checked="" type="checkbox"/> Communication, Oral and written: Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums. <input type="checkbox"/> Leadership: Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility. <input checked="" type="checkbox"/> Independent learning: Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies. <input type="checkbox"/> Globally minded: Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and | <ul style="list-style-type: none"> <input type="checkbox"/> Problem solving: State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes. <input checked="" type="checkbox"/> Interpersonal relations: Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities. <input type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. |
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authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

OFFICIAL COURSE OUTLINE

Course Code:	PARA-1200A
Short Title:	Fund Para Care 1
Long Title:	Fundamentals of Paramedical Care 1
Prerequisites:	PARA-1000
Co-requisites:	
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Health Sciences Division – Paramedic Academy
Previous Code & Title:	PARA200, PARA-1200
Course First Offered:	May 2017

Credits:	5
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Course Description

This course will cover three topic areas including the paramedic's profession, the principles of pharmacology, and core paramedical skills.

Learners will develop communication skills, apply stress management strategies, and use and maintain ambulance equipment. Integrated throughout will be the practice of safe and self-protective practices which are critical to career in paramedicine.

Also, learners will explore the principles of pharmacology, and the maintenance of fluid and electrolyte balance and perfusion.

Finally, learners will assess and manage life- and limb-threatening injuries and conditions. This includes airway, breathing, and circulation issues. These interventions are the building blocks for the proficient assessment and management of all medical and trauma patients.

Course Goals

- Introduce the learner to paramedical care, life as a paramedic, and the concepts and skills required to function as a team member with a paramedic partner.
- Provide learners with the skills, knowledge and judgment to organize, prioritize, intervene, manage, and document life- and limb-threatening injuries and conditions using PCP treatments and protocols.

Learning Outcomes

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

The Paramedic's Profession

- 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.

Principles of Pharmacology

- Relate the principles of pharmacology to the administration of PCP medications
- Discuss the pathophysiology of maintaining fluid and electrolyte balance and perfusion

Core Paramedical Skills:

- 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 Paramedic Academy 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 Paramedic Academy 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
 - Emergency Vehicle Drivers Regulations (EVDR) Course*
- 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

*EVDR is a JIBC stand-alone online course learners are required to complete.

Text & Resource Materials

Bledsoe, B.E et al. (2006). *Essentials of Paramedic Care, Canadian Edition, Vol. 1 & 2*. Toronto, ON: Pearson Education Inc.

Paramedic Academy, *Classroom Logbook*.

Other material accessed through the Blackboard LMS.

Kovacs, G., and Law, A.J. (2008.) Airway Management in Emergencies. *Rescue Oxygenation*. Pp. 128-139. New York: McGraw Hill. (Provided online in Blackboard.)

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

Equivalent JIBC Courses

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	49
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	35
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	84

Course Evaluation

Criterion	% of Final Grade (may be represented as a range)
Course work (activities, assignments, essays, reports, etc.)	30
Quizzes and exams	60
Simulations/Labs	
Attendance/Participation (in class or online)	10
Practice Education/Internships	
Total	100%

Comments on Evaluation

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.

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 PARA-1200 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.

Written work for this course will be submitted via Blackboard SafeAssign, a third party service licensed for use by JIBC. Blackboard SafeAssign is used for originality checking to help detect plagiarism. Students are not required to create an account with Blackboard SafeAssign, but their work may be submitted to SafeAssign, under the terms of the Blackboard SafeAssign terms of use agreement (<http://wiki.safeassign.com/display/SAFE/Terms+of+Use>). This agreement includes the retention of your submitted work as part of the Blackboard SafeAssign database. Any student with a concern about using the Blackboard SafeAssign service must notify the instructor at least two weeks in advance of any submission deadline.

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 HSD 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.

Course Grading Scheme*

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

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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.
- 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

Course Code:	PARA-1220A
Short Title:	Fund Para Care 2
Long Title:	Fundamentals of Paramedical Care 2
Prerequisites:	PARA-1200 or PARA-1200A
Co-requisites:	
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Health Sciences Division – Paramedic Academy
Previous Code & Title:	PARA220, PARA-1220
Course First Offered:	May 2017

Credits:	4
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Course Description

This course introduces learners to the principles of interprofessional practice and the continuum of patient care. Learners will acquire and practice the skills of teamwork in interprofessional cases.

In preparation for assessing and managing stable trauma patients, learners in this course will acquire the core concepts and skills to assess and manage traumatic injuries, such as wounds, burns, fractures and spinal injuries. Pain management will be integral in the treatment of these patients.

Learners will practice skills using Primary Care Paramedic (PCP) equipment to quickly intervene and manage patients with compromised airways, in respiratory distress and respiratory arrest, with life-threatening external hemorrhage, and in cardiac arrest. Not only are these the core assessment and management skills that save patients' lives and limbs, they are also the building blocks for the proficient management of specialty incidents.

Cardiac arrest management, hazardous materials incidents, crime scenes, terrorist incidents, vehicle extrication, patient recovery situations, and multiple casualty incidents are intense situations requiring enhanced care and specialized training. In this course, learners will acquire and practice the specific skills and procedures to calmly and systematically assess, manage and treat patients in these highly volatile situations. Further, learners will acquire and practice skills to support distressed patients and help manage their pain, as well as support grief-stricken family members and bystanders.

This course also covers principles of ambulance operations in land and air-based settings.

Course Goals

- Introduce the skills, knowledge, and judgment to develop a strong interprofessional practice;
- The skills, knowledge, and judgment required to assess and manage a stable patient with soft tissue and musculoskeletal injuries using Primary Care Paramedic (PCP) treatments, drugs and protocols;
- The specific skills, knowledge, and judgment required to properly assess and manage ambulance calls that involve special situations such as: cardiac arrest; hazardous materials; mass casualty incidents; nuclear, chemical, explosive, and biological incidents; crime scenes; vehicle extrication; over-the-bank situations; and, land- and air-based transports.

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 the PCP Cardiac Arrest protocol, and discuss its 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
- Perform the PCP Pain Management protocol and discuss its indications, contraindications, guidelines and procedures
- 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

Bledsoe, B.E et al. (2006). Essentials of Paramedic Care, Canadian Edition, Vol. 1 & 2. Toronto, ON: Pearson Education Inc.

Paramedic Academy, *Classroom Logbook*.

Other material accessed through the Blackboard LMS.

Caroline, N.L. (2008). Nancy Caroline's Emergency Care in the Streets. (6th edition). Sudbury, MA: Jones and Bartlett.

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

Equivalent JIBC Courses

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	
Total	84

Course Evaluation

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	
Total	100%

Comments on Evaluation

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Retests:

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Course Grading Scheme*

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

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OFFICIAL COURSE OUTLINE

Course Code:	PARA-1250A
Short Title:	Class Med Cases 1
Long Title:	Classic Medical Cases 1
Prerequisites:	PARA-1220 or PARA-1220A
Co-requisites:	
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Health Sciences Division – Paramedic Academy
Previous Code & Title:	PARA250, PARA-1250
Course First Offered:	September 2016

Credits:	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, the Chest Pain and Shortness of Breath 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 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 & Resource Materials

Bledsoe, B.E et al. (2006). *Essentials of Paramedic Care, Canadian Edition, Vol. 1 & 2*. Toronto, ON: Pearson Education Inc.

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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	
Total	42

Course Evaluation

Criterion	% of Final Grade <small>(may be represented as a range)</small>
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

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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.
- 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

Course Code:	PARA-1251A
Short Title:	Class Med Cases 2
Long Title:	Classic Medical Cases 2
Prerequisites:	PARA-1250 or PARA-1250A
Co-requisites:	
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Health Sciences Division – Paramedic Academy
Previous Code & Title:	PARA251, PARA-1251
Course First Offered:	May 2017

Credits:	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 critical and non-critical medical patients.

Learners will acquire the knowledge, skills and judgment to administer, and determine when not to administer, the Hypovolemia and Pain protocols for patients presenting with classic abdominal medical conditions. Additionally, learners will acquire the knowledge, skills and judgment to administer, and determine when not to administer the Diabetic Emergencies, Anaphylaxis, Suspected Narcotic Overdose and Altered Level of Consciousness Not Yet Diagnosed protocols for patients presenting with classic altered level of consciousness medical conditions.

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 the:
 - PCP Hypovolemia Protocol
 - PCP Pain Protocol
 - PCP Diabetic Emergencies Protocol
 - PCP Anaphylaxis Protocol
 - PCP Suspected Narcotic Overdose Protocol
 - PCP Altered Level of Consciousness Not Yet Diagnosed (NYD) Protocol
- 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

Bledsoe, B.E et al. (2006). *Essentials of Paramedic Care, Canadian Edition, Vol. 1 & 2*. Toronto, ON: Pearson Education Inc.

Paramedic Academy, *Classroom Logbook*.

Other material accessed through the Blackboard LMS.

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

Equivalent JIBC Courses

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	
Total	84

Course Evaluation

Criterion	% of Final Grade (may be represented as a range)
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

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.

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.

Written work for this course will be submitted via Blackboard SafeAssign, a third party service licensed for use by JIBC. Blackboard SafeAssign is used for originality checking to help detect plagiarism. Students are not required to create an account with Blackboard SafeAssign, but their work may be submitted to SafeAssign, under the terms of the Blackboard SafeAssign terms of use agreement (<http://wiki.safeassign.com/display/SAFE/Terms+of+Use>). This agreement includes the retention of your submitted work as part of the Blackboard SafeAssign database. Any student with a concern about using the Blackboard SafeAssign service must notify the instructor at least two weeks in advance of any submission deadline.

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 HSD 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.

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:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Student Academic Integrity Policy
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Grading Policy

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.

OFFICIAL COURSE OUTLINE

Course Code:	PARA-1252A
Short Title:	Classic Trauma Cases
Long Title:	Classic Trauma Cases
Prerequisites:	PARA-1251 or PARA-1251A
Co-requisites:	
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Health Sciences Division – Paramedic Academy
Previous Code & Title:	PARA252, PARA-1252
Course First Offered:	May 2017

Credits:	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.

The study of kinematics will help learners anticipate the kinds and severity of classic injuries while the study of the pathophysiology of shock will prepare learners to anticipate, diagnose and manage trauma-induced hypovolemic shock.

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:

- 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 the PCP Hypovolemia protocol, and discuss its 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
- Patent Assessment - Differential Diagnosis
- Kinematics
- Shock
- Head, Neck, and Spinal Injury Cases
- Chest and Abdominal Injury Cases
- Extremity Injury Cases

Text & Resource Materials

Bledsoe, B.E et al. (2006). *Essentials of Paramedic Care, Canadian Edition, Vol. 1 & 2*. Toronto, ON: Pearson Education Inc.

Paramedic Academy, *Classroom Logbook*.

Other material accessed through the Blackboard LMS.

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

Equivalent JIBC Courses

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 checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	35
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	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	
Total	100%

Comments on Evaluation

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.

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.

Written work for this course will be submitted via Blackboard SafeAssign, a third party service licensed for use by JIBC. Blackboard SafeAssign is used for originality checking to help detect plagiarism. Students are not required to create an account with Blackboard SafeAssign, but their work may be submitted to SafeAssign, under the terms of the Blackboard SafeAssign terms of use agreement (<http://wiki.safeassign.com/display/SAFE/Terms+of+Use>). This agreement includes the retention of your submitted work as part of the Blackboard SafeAssign database. Any student with a concern about using the Blackboard SafeAssign service must notify the instructor at least two weeks in advance of any submission deadline.

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 HSD 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.

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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<http://www.jibc.ca/about-jibc/governance/policies>

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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

Course Code:	PARA-1260A
Short Title:	Complex Cases
Long Title:	Complex Cases
Prerequisites:	PARA-1252 or PARA-1252A
Co-requisites:	
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Health Sciences Division – Paramedic Academy
Previous Code & Title:	PARA260, PARA-1260
Course First Offered:	May 2017

Credits:	4
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Course Description

The assessment and management of complex cases requires a high level of skill, knowledge and judgment. In this course, learners will employ clinical judgment in complex medical and trauma cases, and environmental conditions cases. Specifically, learners will 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. Further, 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 cases.

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; and,
 - 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

Bledsoe, B.E. et al. (2006). *Essentials of Paramedic Care, Canadian Edition, Vol. 1 & 2*. Toronto, ON: Pearson Education Inc.

Paramedic Academy, *Classroom Logbook*.

Other material accessed through the Blackboard LMS.

Caroline, N.L. (2008). *Nancy Caroline's Emergency Care in the Streets. (6th edition)*. Sudbury, MA: Jones and Bartlett.

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

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

Equivalent JIBC Courses

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	

Instructional Method(s) <i>(select all that apply)</i>	Hours
Total	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	
Total	100%

Comments on Evaluation

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.

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.

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Retests:

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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.

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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Academic Regulations:

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Student Policies:

<http://www.iibc.ca/about-iibc/governance/policies>

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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

Course Code:	PARA-1290A
Short Title:	Clinical Practice Education
Long Title:	Clinical Practice Education
Prerequisites:	PARA-1260 or PARA-1260A
Co-requisites:	
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Health Sciences Division – Paramedic Academy
Previous Code & Title:	PARA290, PARA-1290
Course First Offered:	May 2017

Credits:	6
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Course Description

Under the supervision of skilled clinicians and preceptors, learners will put into practice the skills, knowledge and judgment acquired during all previous courses in the Primary Care Paramedic 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.

Course Goals

The goal of the 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 then be to apply these skills in the ambulance environment under the guidance of an experienced paramedic preceptor.

Learning Outcomes

- The use of core PCP skills and procedures in a clinical setting.
- The assessment and management of common injuries and conditions in a clinical setting.
- The use of core PCP skills and procedures in the ambulance setting.
- The use of PCP procedures, treatments and protocols in the ambulance setting.
- The integrated 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.
- The assessment and management of common injuries and conditions in the ambulance setting.
- The integrated use of the principles of call management.
- The integration of the professional behaviors, skills, judgement, and knowledge required in interprofessional and interoperable practice in the clinical and ambulance environments.

Course Topics/Content

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

Text & Resource Materials

Paramedic Academy, *Clinical and Ambulance Logbook*.

Other material accessed through the Blackboard LMS.

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

Equivalent JIBC Courses

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
Total	207

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
Total	<hr/> 100% <hr/>

Comments on Evaluation

Overall, PARA-1290 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 three blocks.

The first block is situated after PARA-1220/PARA-1220A Fundamentals of Paramedical Care 1, and is comprised of 1 Clinical Shift (Hospital) and 2 Ambulance Shifts

The second block is situated after PARA-1251/PARA-1251A Classic Medical Cases 2, and is comprised of 1 Clinical Shift (Hospital).

The third block is after PARA-1260/PARA-1260A Complex Cases, and is comprised of 1 Clinical Shift (Hospital) and a minimum of 12 Ambulance Shifts.

Written work for this course will be submitted via Blackboard SafeAssign, a third party service licensed for use by JIBC. Blackboard SafeAssign is used for originality checking to help detect plagiarism. Students are not required to create an account with Blackboard SafeAssign, but their work may be submitted to SafeAssign, under the terms of the Blackboard SafeAssign terms of use agreement (<http://wiki.safeassign.com/display/SAFE/Terms+of+Use>). This agreement includes the retention of your submitted work as part of the Blackboard SafeAssign database. Any student with a concern about using the Blackboard SafeAssign service must notify the instructor at least two weeks in advance of any submission deadline.

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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Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

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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.