

PRIMARY CARE PARAMEDIC CERTIFICATE
2018-2019

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HOURS OF INSTRUCTION:

Weekly timetable will be distributed the first day of class.

COURSE DESCRIPTION:

EMT 407 - Practical Course 3 credits 150 hours

This course will cover the practical applications of skills required of a PCP. In this course, students will demonstrate skills in a laboratory setting. There is an additional 16 hours for the ITLS Certification course.

Co-requisite: EMT 400

COURSE OUTCOMES:

A PCP is responsible for medical information every day. The medical information obtained from a patient is often shared with other members of the health care team. Accurate and timely sharing of this information assists to promote continuity of care for the patient. In this module, the learner will practice techniques used to obtain patient information, communicate effectively, and communicate patient information in a variety of methods to other members of the health care team.

MODULE OUTCOMES (NOCP competencies/ACP competencies)

Upon completion of this module the student will be able to:

1. The student will successfully conduct assessments using appropriate techniques and skills to patients across the lifespan. (4.2a-e; 4.3a-p; 4.4.a-i; 6.1 a-q; 6.2.a-e) (D-1-1; D-2-2,3; D-3-1; E-1-1-3; E-2-1-5; E-3-1-5; E-4-1-6; E-5-1-4; E-6-1-4; F-1-1)
2. The student will appropriately interpret and communicate his/her assessment findings and provide care to patients across the lifespan. (4.2.a-f; 4.3.a; 5.6.a-e; 5.7.a,b; 5.8.b-d; 5.8.h; 5.8.j; 5.8.l; 6.1.a-q; 6.2.a-e; 6.3;a,b) (D-2-1,2,3; D-2-1,2)
3. Through use of the Skills Reference Manual, students will successfully demonstrate, in a simulated environment, the skills required of a PCP. (4.4.a-i; 4.5.a; 4.5.c; 4.5.l; 5.1.a-l; 5.2.a-e; 5.3.a-e; 5.4.a-c; 5.5.a-d; 5.5.f; 5.5.i, 5.5.o,p,q) ; E-1-1-3; E-2-1-5; E-3-1-5; E-4-1-6; E-5-1-4 ; E-6-1-4; F-1-1; F-2-1 to 4; F-3-1 to 3; F-4-1 to 6; I-1-1,2; I-2-1 to 9; I-3-1; I-4-1,2; I-5-1 to 6; I-6-1; I-7-1,2; I-8-1; I-9-1; I-10-1 to 4;

4. The student will demonstrate appropriate care and concern for patient safety. (3.2.b-e; 3.3.a-c; 3.3.f)(**B-6-1; J-5-1,2,3**)
5. The student will successfully, demonstrate behaviours of personal safety and professionalism as required of an EMT. (1.1.a-g; 1.1.j,k; 1.6b,c; 3.1.a; 3.1.d-e; 3.2.a; 3.2.d; 3.3.a-b; 3.3.e,f,g,h; 7.1.a-c; 7.2.a-c)(**B-2-1 to 5; B-3-1,2; B-4-1; B-5-1,2; J-1-1 to 5; J-1-8,9**)
6. The student will demonstrate, in a simulated environment, appropriate scene assessment, patient survey and redirect priorities appropriately. (4.1a; 4.2.f; 4.3.a-b; 6.1o; 6.3.a,b) (**B-4-1**)
7. The student will successfully demonstrate his/her ability to apply the skills acquired in a test environment through the use of scenario based examinations. (4.3.c-p; 4.4.a-i; 4.5.a,c,l; 5.1.a-l; 5.2.a-e; 5.3.a-e; 5.4.a-c; 5.5.a-d; 5.5.i; 5.5.o-q; 5.6.a-e; 5.7.a,b; 5.8.b,c,d,h,j,l) (**D-1-1; D-3-1; F-1-1; F-2-1 to 4; F-3-1 to 3; F-4-1 to 7; I-1-1,2; I-2-1 to 9; I-3-1; I-4-1,2; I-5-1 to 6; I-6-1; I-7-1,2; I-8-1; I-9-1; I-10-1 to 4**)

COURSE EVALUATION:

The student will demonstrate their personal abilities to apply PCP level skills through the completion of the following assignments. The course evaluation includes three integrated Skill Qualification exams.

CPR and WHMIS certification	Pass/Fail
Medical Skills Qualification Exam (SQ)	40%
Final Medical Skills Qualification Exam (SQ)	20%
Final Trauma Skills Qualification Exam (SQ)	20%
Oral Exam	20%

1. Scenario Development and One-on-One Scenarios – The students will work in pairs to develop two scenarios (one medical and one trauma) using the template provided in Lesson Seven. This assignment will assist the student with integrating the knowledge and psychomotor skills, as scenario development requires a firm understanding of both. This assignment will also assist the student with developing “exam sophistication” skills, which is important when the norm in prehospital care education consists of scenario testing. Once the scenarios’ are developed, you will act them out during the one-on-one simulations.
2. Ambulance Inventory – During the didactic segment of the Keyano College PCP program the student will visit the local ambulance service to become familiar with one of the recognized “soft-duties” of being a PCP. This soft duty includes specific activities as performing equipment inventory and vehicle checks.
3. Medical Skills Qualification Exam – The student receives a simulated medical scenario. During the exam, the student is to assess, and treat the illness while following the exam template provided (see orientation and Assignment package). The student must remember to verbalize all actions to ensure the examiner is aware of the “thinking” that is occurring. The student will receive feedback from the instructor immediately after the exam.

4. Final Skills Qualification Exams – These exams will follow the same process as the Medical SQ exam except that instructor feedback is given once all students have completed the exam process. As the student’s ability to complete a trauma scenario is part of the value added ITLS course. Before the Final SQ exam begins the student will blindly choose from a series of medial or trauma exams.
5. Oral Exam – This exam is essentially set up the same way as the SQ exams, except there is no equipment application. In front of a panel of instructors, the student will gather a history from a simulated patient and then communicate the findings through a verbal report, patch report and a PCR.

COURSE TEXTBOOKS:

Bledsoe, B., Porter, R., Cherry, R., & Clayden, D. (2006). *Essentials of Paramedic Care, Volume 1 (Canadian Edition)*. Prentice Hall: Toronto.

Bledsoe, B., Porter, R., Cherry, R., & Clayden, D. (2006). *Essentials of Paramedic Care, Volume 2 (Canadian Edition)*. Prentice Hall: Toronto.

Campbell, J. E. (2007). *International Trauma Life Support for Prehospital Care Providers (8th Ed.)*. Prentice Hall: New Jersey.

Huckaby, L. (no date) *EMT: Injury Free*. Ferno: USA.

Martini, F.H. & Bartholomew, E.F. (2010). *Essentials of Anatomy and Physiology (7th Edition)*. Prentice Hall: San Francisco.

Walraven, Gail. (2006) *Basic Arrhythmias, (7th Edition)*. Prentice Hall: New Jersey.

International Trauma Life Support (ITLS) Certification

The pre-hospital care industry is a changing industry. In the earlier years of the profession, educational institutes designed short Professional Development courses to assist working practitioners with staying current with their theory and skills. Over the years, the pre-hospital professional adopted many short valued-added courses as an acceptable standard and what was once considered Professional Development, became an entry-level expectation. Keyano College recognizes the importance of maintaining entry-level standards. This course will give the students the opportunity to obtain the “recognized” certification before graduation.

Upon the completion of the *International Trauma Life Support Certification* course, you will come to understand the importance of this value-added course as “a professional development activity.” Students will learn how to relate the base knowledge and skills gained from other College courses to this value-added course.

Evaluation:

1. Multiple choice exam - 80% minimum
2. Successfully complete the ITLS trauma scenario

Text:

Campbell, J.E. (2007). *International Trauma Life Support for Pre-hospital Care Providers (8th Edition)*. Prentice Hall: New Jersey.