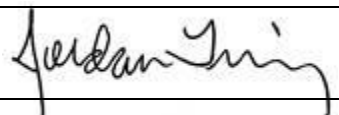


## Health Services 12A – Emergency Medical Responder Board/Authority Authorized Course Framework

<b>School District/Independent School Authority Name:</b> Surrey School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD#36
<b>Developed by:</b> Mark Flynn, Principal Career Education  Initially developed by SD 33 (Chilliwack) teacher Joel Sutcliffe and shared with SD 36 (Surrey).	<b>Date Developed:</b> November 22, 2019
<b>School Name:</b> Career Education Department	<b>Principal's Name:</b> Mark Flynn
<b>Superintendent Approval Date (for School Districts only):</b> December 11, 2019	<b>Superintendent Signature:</b> 
<b>Board/Authority Approval Date:</b> December 11, 2019	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Health Services 12A – Emergency Medical Responder	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** In conjunction with this course, students must be enrolled in Emergency Medical Responder Health Services 12B.

### **Special Training, Facilities or Equipment Required:**

The teacher is required to hold a current Red Cross Basic Life Support Trainer and a current Emergency Medical Responder license. They must be an instructor in good standing with the Justice Institute of BC.

## **Course Synopsis:**

This course must be taken in conjunction with **Health Services 12B** to complete all of the requirements for the program.

The **Health Services 12A – EMR** course prepares students for the Emergency Medical Responder (EMR) certification in partnership with the Justice Institute of BC. Final assessment will follow Justice Institute criteria, including written exams and practical exams. If successful, this is worth post-secondary credits in addition to high-school credits.

The Emergency Medical Responder course is an introduction to emergency medicine and is a level above First Responder (FR) or Occupational First Aid training. This practical course focuses on the core skills and protocols within the Emergency Medical Responder level of practice as defined by the Paramedic Association of Canada (PAC).

EMR certification meets one of the mandatory admission requirements for the Justice Institute's School of Health Sciences' Primary Care Paramedic Program and Diploma in Health Sciences (EMS) Academic Pathway.

This course provides training that students require in order to gain employment as an Emergency Medical Responder within a range of areas including: ambulance services; industrial and workplace settings as a first-aid attendant; life guarding; ski-patrol and medical response for fire departments.

Certified graduates are eligible to apply for EMR licensure in British Columbia through the Emergency Medical Assistant Licensing Branch (EMALB).

## **Goals and Rationale:**

- To prepare students for further education or a career within health care
- To provide successful students with an Emergency Medical Responder certification for provincial licensing applications

## **Aboriginal Worldviews and Perspectives:**

This course emphasizes the Aboriginal value of experiential learning. It is focused on practical skills and patient outcomes. It also incorporates some important principles of learning.

- Learning about emergency medicine ultimately supports the well-being of the self, the family, and the community.
- Learning through practical teamwork is holistic, reflexive, reflective, experiential, and relational
- Learning about saving lives involves recognizing the consequences of one's actions.
- Learning about patient consent and confidentiality involves recognizing that some knowledge only shared with permission and/or in certain situations.

## BIG IDEAS

Emergency medical work requires **professionalism**.

Emergency medical workers are expected to have a current base of **knowledge**.

Emergency medical workers must be able to perform resuscitation **procedures**.

Emergency medical workers must use **judgment** in following specific medical assessment and treatment protocols.

Emergency medical workers must be capable of traumatic injury **management**.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>Assess and manage a <b>broad range of life-threatening traumatic and medical emergencies</b></li> <li>Demonstrate a secondary assessment involving history taking and <b>diagnostics</b></li> <li>Demonstrate <b>basic</b> airway and breathing management and critical interventions</li> <li>Demonstrate cardiopulmonary resuscitation (CPR) and Automated External Defibrillation (AED)</li> <li>Demonstrate spinal-injury management procedures and techniques</li> <li>Demonstrate <b>specific treatments and medical interventions</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>Priority Action Approach</b> sequence, steps, and decision-making</li> <li><b>Resuscitation</b> principles and problems-solving</li> <li>Patient communication and handling</li> <li><b>Equipment</b> use and care</li> <li>Signs and Symptoms of traumatic and medical conditions</li> <li><b>Secondary Assessment</b> sequence and steps</li> <li>Trauma and medical treatment <b>protocols</b></li> <li><b>Anatomy and physiology</b> as it applies to practical skills</li> <li><b>Contra-indications</b> for medical interventions</li> <li><b>IV maintenance</b></li> <li><b>Mass casualty</b> scenarios and <b>special rescue</b> considerations</li> </ul>

## Big Ideas – Elaborations

- 1) **Professionalism.** This includes personal safety, leadership, teamwork, decision-making, communication skills, punctuality, self-reflection, etc.
- 2) **Knowledge.** This includes a desire to learn, critical thinking, information literacy, independent and group learning, communication, etc.
- 3) **Procedures.** It is crucial that emergency workers see the value in adhering to specific procedures and protocols
- 4) **Judgement.** Students must be able to assess given information and use judgement to make appropriate decisions about the next steps.
- 5) **Management.** This refers to the ability to manage the injury, manage the patient, manage the team, and manage the situation.

## Curricular Competencies – Elaborations

The curricular competencies for this course are defined by the Justice Institute EMR curriculum (and the Red Cross SFA/CPR curriculum):

- **broad range of life-threatening traumatic and medical emergencies.** Examples include, but are not limited to: Respiratory and Circulatory Emergencies, Diabetes, Poisoning, Overdose, Seizures, Temperature Emergencies, Bites, Stings, Hemorrhage, Head/Neck/face Injury, Burns, Sprains, Dislocation, Fractures, Emergency Childbirth, etc.
- **diagnostics** This includes pulse oximetry, blood pressure, auscultation, glucometer, etc.
- **basic** at a “health-care provider” (HCP) level that includes bag valve masks, airway adjuncts, oxygen therapy, suction, etc.
- **specific treatments and medical interventions:**
  - Acute coronary syndrome symptom relief with oxygen, nitroglycerin and acetylsalicylic acid
  - Blood glucose sampling and glucose administration to treat diabetic emergencies
  - Pain management through the administration of nitrous oxide gas
  - Emergency childbirth and neonatal/pediatric basic life support
  - Basic first-aid techniques including minor wound care and at-work treatment
  - Maintenance and dosage calculations of an intravenous line

## Content – Elaborations

The content for this course is largely defined by the Justice Institute EMR curriculum (and the Red Cross SFA/CPR curriculum). This course is focused on that which is relevant to the practical exams.

- **Priority Action Approach** are the priority steps to approach a scenario such as Scene Assessment, Primary Survey, Treat for Shock, etc.
- **Resuscitation** refers to the treatment of an unconscious patient that requires critical interventions such as AR/CPR/AED
- **Equipment** includes ambulances, stretchers, cots, lifting aids, diagnostic instruments, AED’s, first aid supplies
- **Secondary Assessment** refers to the details of patient assessment such as Vitals, History, Head to Toe
- **Protocols** include national and provincial standards for patient management (such as the procedure for the administration of Entonox for example)

## Content – Elaborations

- **Anatomy and physiology** is mostly covered in the course, but key information will be re-enforced in the practical portion of the course.
- **Contra-indications** are anything that might indicate you should not give a medication (such as an allergy, or conflicting drug)
- **IV maintenance** this is strictly as a helping role – EMR's are not responsible to start an IV
- **Mass casualty** situations are addressed mostly as a theory item, in terms of triage and situation management
- **Special Rescues** such as drowning are also addressed mostly as a theory item, rather than through scenarios

### Recommended Instructional Components:

- Direct Instruction and Demonstrations
- Skill Practice and Feedback
- Scenarios and Simulation
- Protocol Memorization
- Rubrics and Checklists
- Peer/Self-Assessment and Reflection

### Recommended Assessment Components:

Formative assessment will be ongoing through clear criteria, checklists, rubrics, and practice tests. There will be ongoing peer and self-assessment. Quizzes will primarily help memorize procedures and protocols.

### Learning Resources:

1. Emergency Medical Responder: A Skills Approach. Fourth Canadian Edition, 2013. K. Karren et al. ISBN 978-0-13-289257-5
2. Canadian Red Cross First Aid & CPR Manual. Canadian Red Cross 2014. ISBN 978-158480-513-7
3. Emergency Medical Responder Student Study Guide and Resource Manual (2015). Justice Institute of British Columbia, School of Health Sciences.
4. BC Emergency Health Services Act, Emergency Medical Assistants Regulation. BC Reg. 210/2010 (Available online at the following link: [www.bclaws.ca/civix/document/id/complete/statreg/210\\_2010](http://www.bclaws.ca/civix/document/id/complete/statreg/210_2010))
5. British Columbia Emergency Health Services Treatment Guidelines (Available online at the following link: [www.bctg.bcas.ca](http://www.bctg.bcas.ca))

### Additional Information:

Much of this information is copied from the Justice Institute EMR Course Outline that is available online: [http://www.jibc.ca/sites/default/files/health\\_sciences/pdf/OfficialCourseOutline\\_PARA-1050.pdf](http://www.jibc.ca/sites/default/files/health_sciences/pdf/OfficialCourseOutline_PARA-1050.pdf)