



Board/Authority Authorized Course: *Health Services 12A – Emergency Medical Responder*

School District/Independent School Authority Name: <i>Chilliwack School District</i>	School District/Independent School Authority Number (e.g. SD43, Authority #432): 33
Developed by: <i>Joel Sutcliffe</i>	Date Developed: <i>November 15, 2017</i>
School Name: <i>Sardis Secondary School</i>	Principal's Name: <i>Dan Heisler</i>
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name:	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction:

Board/Authority Prerequisite(s):

There is a high level of expectation for this program that requires a strong work ethic and good attendance record. Recommended (not all required) prerequisites include:

- Enrolled in grade 12 (grade 11 may be acceptable if other prerequisites are met - must be 16 years of age)*
- Students have either Standard First Aid or Health Services 11, and/or have a strong demonstrated interest in a health care profession*
- Minimum GPA of 2.5 (C+) and recommended prerequisite of Biology 12 (or taken at the same time)*
- Students must take both Health Services 12A – EMR and Health Services 12B – EMR Independent Study Course concurrently to prepare for the written exam. This will only take **one block in your timetable** but is enough work for two full courses!*

Special Training, Facilities or Equipment Required:

The teacher is required to hold a current Red Cross First Aid Instructor Award, and a current Emergency Medical Responder license. They must be an instructor in good standing with the Justice Institute of BC.

Some facility/equipment sharing with the Justice Institute (Chilliwack campus). Approximately 20% of the course will take place in their facility in order to have access to necessary equipment. Some equipment already exists at the school, and some will need to be purchased.

As per the partnership agreement with the Justice Institute of BC, the course will have a fee to cover costs. This will be less than a quarter of the full tuition cost if the course were taken as a post-secondary program.

Course Synopsis:

*This course must be taken in conjunction with **Health Services 12B - EMR Independent Study** to complete all of the requirements for the program. This online course is worth a full course credit in addition to the practical material in this course.*

*The **Health Services 12A – EMR** courses 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*
- To provide successful students with Standard First Aid certification (or re-certification) and cardio-pulmonary resuscitation certification level 'C' –Health Care Provider (CPR-HCP)*
- To provide post-secondary credits through a partnership agreement with the Justice Institute of BC.*

Aboriginal Worldviews and Perspectives:

This course would emphasize 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.
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Learning Standards

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

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). However, a lot of the content work is done separately in the online course. 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)
- **Anatomy and physiology** is mostly covered in the online course, but key information will be re-enforced in the practical portion of the course.

Content – Elaborations

- **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: Ensure alignment with the [Principles of Quality Assessment](#)

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.

Knowing and Understanding

<i>Classwork/Quizzes</i>	<i>20%</i>	<i>Focused on learning procedures and protocols for practical skills</i>
<i>Written Exams</i>	<i>30%</i>	<i>Written Exams from the Justice Institute (70% minimum)</i>

Understanding and Doing

<i>Professionalism</i>	<i>10%</i>	<i>See the “big ideas” for elaborations</i>
<i>Practical Skill Tests</i>	<i>40%</i>	<i>Two Practical exams as required by the Justice Institute (70% minimum)</i>

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)
5. British Columbia Emergency Health Services Treatment Guidelines (Available online at the following link: 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

This same EMR course is offered at two other high schools in BC, and I am proposing a similar model to Rutland Secondary School in Kelowna. Information on their program can be found online: <http://www.rss.sd23.bc.ca/Programs/emr/Pages/default.aspx>