



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: SD 27 Cariboo Chilcotin	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Rob Cook	Date Developed: December 1, 2023
School Name: Lake City Secondary	Principal's Name: Curt Levens
Superintendent Approval Date (for School Districts only): February 20, 2024	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: February 20, 2024	Board/Authority Chair Signature:
Course Name: Emergency Medical Responder (EMR) 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

There is a high level of expectation for this program that requires a strong work ethic and a 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 and/or have a strong demonstrated interest in a health care profession
- Students must have demonstrated a strong attendance history and will sign a contract agreeing to their attendance

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. (~ \$256/student to JIBC).

Special Training, Facilities or Equipment Required:

- Teaching in conjunction with JIBC
- Instructor EMR certification and licensing (1 primary teacher, 1 teacher to cover sick days or absences of the primary teacher)
- EMR supplies (based on Canadian Red Cross program standards): These supplies may be available on loan from JIBC.

Emergency Medical Responder– General Equipment	<i>(Up to 12 participants per instructor)</i>
Adult Mannequins	1:3
Infant Mannequins	1:3
AED or SAED Trainers	1:3
Blankets	2-3:4
N-95 masks	1:1
Stethoscope	1:1
Spine boards/long boards c/w strapping	2 per class
Clamshells/scoop c/w strapping	2 per class
Latex-Free Exam Gloves (S, M, L, XL)	Minimum 2 full boxes per size per class session
Hot Packs	Instructor's discretion
Safety Glasses	1:1
Airway Training Manikin (must be able to accept Oropharyngeal Airway (OPA) and Nasopharyngeal Airway (NPA))	1:12
Basket Stretcher	1 per class
Assorted Helmets	Minimum 1 full face motorcycle helmet
Birthing Manikin	1 per class
IV Bags	1:3
Drip Sets	1:3
Obstetrics Kit	1:3

Professional Responder Kit (1 Kit per 3 students)

- Adult BVM c/w tubing (1)
- Set of OPA's (1)
- Set of NPA's c/w lubricant (1)
- Pelvic Wrap (1)
- Burn Dressings (various sizes)
- Abdominal Dressings (2)
- Pressure Dressings (1)
- Tensor Bandages (1)
- Roller Gauze (2)
- Cold Pack (1)
- Sterile Gauze (4)
- Non-stick sterile dressings (4)
- Trauma Dressings (1)
- Tourniquet (1)
- Elastic straps (2)
- Pen light (1)
- Glucose (2)
- Tongue depressors (2)
- Epinephrine Auto-Injector Trainer (1)
- Metered Dose Inhaler Trainer (1)
- Moldable Splint (2)
- Pocket Mask (1)
- Assorted wound closures (6)
- Adult Blood Pressure Cuff (1)
- Child Cuff (1)
- Extra Large Bladder (1)
- Triangular Bandages (2)
- Non-allergenic tape (1)
- Thermometer (1)
- Pulse Oximeter (1)
- Scissors (1)
- Saline (rinse wounds) (4-15ml or equivalent)
- Suction (manual or electronic) (1)
- Roller Gauze (2)
- Non-Sterile dressings (10)
- Antiseptic Towelettes (4)
- Clipboard with Patient care records/ SOAP note (1)

Oxygen Kit (1 Kit per 4 students)

- E or D size oxygen cylinders (must be able to flow oxygen) (1)
- Regulator (1)
- Non-rebreather adult mask c/w tubing (1)
- Regular adult face mask c/w tubing (1)
- Nasal Cannula (1)
- Pediatric face mask c/w tubing (1)

Hard Collar Kit (1 Kit per 4 students)

- Adult Adjustable Hard Collars (2)
- Pediatric Hard Collars (1)
- Adhesive Tape (1)
- Adult Commercial Head immobilization device (jurisdiction appropriate) (1)
- Pediatric Commercial Head immobilization device (jurisdiction appropriate) (1)
- Splint – rigid, mouldable (1)
- Foam spacers (1)

Course Synopsis:

EMR 12 is designed based on the JIBC curriculum for an EMR (Emergency Medical Responder) course. The Emergency Medical Responder Course is an entry-level medical course that trains candidates to respond to life-threatening medical conditions and traumatic emergencies. The EMR course is systematically designed to progress learners through all aspects of pre-hospital care including various treatment guidelines and medical protocols. The course also focuses heavily on enhancing situational management skills, confidence and communication within the context of emergency medicine and pre-hospital care. As learners develop through the course, they are introduced to essential concepts of emergency medicine and establish a basic foundation in medical terminology, human anatomy, physiology, pharmacology and clinical science. The skills and training attained through the EMR course meet and exceed occupational first aid training. Employment opportunities for licensed Emergency Medical Responders may include Ambulance services, Fire and Rescue services, Occupational or Industrial first aid settings and more.

EMR 12 is designed to help students to develop their EMR and first aid skills to a level that would allow them to write their EMR exam at JIBC and to find work on an ambulance or in any other field where EMR would be an asset. Students will work together as a team to cover the learning resources and develop strong practical skills. They will be able to demonstrate their skills through JIBC approved written and practical examinations as well as through regular skill check-ins during the course. The skills learned in this course will be applied and theoretical versions of information they will learn in their physical education and anatomy & physiology courses. This course will help students to develop skills that will make them productive members of their community with employable certifications. Classes will stay up to date with first aid practices.

The EMR 12 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:

Rationale

The rationale of EMR 12 is multilayered. This course provides an opportunity for students to develop skills in first aid-related professions, it provides them with a certificate, as well as the opportunity to write their certification exams, and provides an opportunity to find employment in a variety of fields which require medical training. This class will allow students to pursue a practical set of skills with direct employability during their time in a secondary environment. The exposure to this material will allow them to form teamwork connections with their peers as they develop practical skills. They will also develop a practical and theoretical knowledge of human anatomy and physiology that will help them in their upper-year biology classes. This class will be taught on campus at Lake City Secondary and will provide students with training that they previously would have had to travel to participate in.

Students in EMR 12 will gain knowledge in a variety of areas: Goal setting; first aid skill development; character building; mental training; social responsibility; teamwork; and life skills.

Goals

- 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.

Indigenous Worldviews and Perspectives

Declaration of First People's Principles of Learning:

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 is only shared with permission and/or in certain situations.

Declaration of Indigenous Worldviews and Perspectives:

- Make it a priority to connect with the local Aboriginal community, utilizing the school's Indigenous Support Worker(s) and/or trusted local contacts for guidance and help.
- Health strategies will allow students of any background to provide support and care for their community.
- First aid training supports the development of self in support of connecting with others.
- Learning is embedded in history and story.
- Leading and playing involves learning from mentors as well as those we are meant to lead.
- Learning is holistic, reflexive, reflective, experiential, and relational.
- Learning first aid allows for the exploration of one's identity, philosophy, and ethics.

Local Indigenous Connections

The community of Williams Lake along with surrounding communities have a need for emergency responders and access to emergency medical care. Encouraging youth to learn the skills involved with the EMR course will help to provide healthcare knowledge and services to our local communities.

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 **judgement** in following specific medical assessments and treatment protocols

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

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: - Assess and manage a broad range of life-threatening traumatic and medical emergency procedures - Demonstrate a secondary assessment involving history taking and diagnostics in a way that demonstrates professionalism - Demonstrate basic airway and breathing management and critical interventions - Demonstrate cardiopulmonary resuscitation (CPR) and Automated External Defibrillation (AED) procedures - Demonstrate spinal-injury management procedures and techniques - Demonstrate a knowledge of specific treatments and medical interventions, as well as the judgement of which treatments and interventions are appropriate	Students are expected to know the following: - Priority Action Approach sequence, steps, and decision making - Resuscitation principles and problems-solving Professional patient communication and handling - Equipment use and care Knowledge of signs and Symptoms of traumatic and medical conditions - Secondary Assessment sequence and steps - Trauma and medical treatment protocols and procedures - Anatomy and physiology as it applies to practical skills - Contra-indications for medical interventions, judgement, and decision making - IV maintenance Managing mass casualty scenarios and special rescue considerations

Big Ideas – Elaborations

Emergency Medical Responder Specific Big Ideas that are identified above.

- 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).

- **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

Content – Elaborations

- **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.
- **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

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

Understanding and Doing

Professionalism	10%	See the “big ideas” for elaborations
Practical Skill Tests	40%	Two Practical exams as required by the Justice Institute (75% minimum)

Learning Resources:

EMR training resources as listed above in the “Special Training, Facilities or Equipment Required” section of the BAA

The following texts should be available for students. We will look into acquiring a class set of the first 3 books which students can sign out for the duration of the course. The last two resources are available online and can be printed as needed.

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

JIBC will provide a training contract with our school that will cover the rental of training supplies as well as the coverage of material according to their guidelines.

JIBC will also provide free EMR training for the course instructors.

Partnerships for funding and employment opportunities can be developed with local BCEHS, mining groups and forestry groups to help students find employment after the completion of the course.

Grade 11's who participate in the course successfully could return as Peer Tutors in their grade 12 year, as well as volunteer as first aid providers at school events.