

Emergency Medical Responder

EMR

Instructor:	TBA instructor@medaviehealthed.com
Instructional Method:	<ul style="list-style-type: none">• Synchronous Lecture• Case study• Self-directed learning• Asynchronous Lecture• Simulation• Patient experience (practicum)
Language:	English
Prerequisites:	<ul style="list-style-type: none">• Must be at least 18 years of age.• Grade 12 (Diploma or GED)• Criminal Record Check (CRC) with Vulnerable Sector Check (VSC)
Reference Text:	<ul style="list-style-type: none">• Basic Life Support Provider Manual. (2020). Heart and Stroke Foundation of Canada (2020). Glimore Global• Surgeons, A. a. O. O., & Canada, P. a. O. (2019), Emergency Medical Responder (Canadian Edition) with Navigate2 Advantage. Jones and Bartlett Learning.
Class hours:	<ul style="list-style-type: none">• Monday through Friday :00 am (AT) – 4:00 pm (AT)• Patient Experience (108 hours) scheduled with preceptor, schedule dependent

Course Description:

The Emergency Medical Responder (EMR) has the basic theoretical and practical training in life-saving and patient assessment skills. As an important member of the health care team the EMR can provide fundamental out-of-hospital care working with other health care providers in a wide variety of settings. The EMR Program will ensure that successful graduates have basic training to provide out of hospital care while working with other healthcare providers. Through synchronous lecture, case studies, self-directed learning, simulation, and practical patient experience the learner will possess sound knowledge and skills, an unwavering commitment to excellence in all that they do, and a deep sense of professionalism and caring. Successful graduates of the EMR Program will be prepared to function as part of the health care team providing safe patient handling and movement, and safe vehicle operation. The EMR Program is an outcomes-based program that will provide a foundation for the entry-to-practice Emergency Medical Responder as described by the Canadian Organization of Paramedic Regulators (COPR) and the Paramedic Association of Canada (PAC). The EMR program meets the outcome requirements of the provincial regulator, the College of Paramedics of Nova Scotia (CPNS). The program is designed to provide the acquisition of concepts and theories, mastery of professional skills, and the attainment of a professional attitude though recognizing the limited professional experience of the EMR in the out-of-hospital paramedic context of practice, successful integration of the EMR into paramedic practice will include the development of a transition to clinical practice plan.

Lesson Outline:

This course requires approximately 384 hours to complete including synchronous lecture, case studies, self-directed learning, simulation, and patient experience in the practical setting. The program is delivered over 12 weeks including the patient experience. The program will provide all of the information required to operate as an Emergency Medical Responder in a systematic approach while integration days (simulation) provide the learner opportunity to put it all together in simulation prior to the practical experience. Each day is outlined briefly below. A more detailed outline of the required outcomes, readings, activities and evaluation is provided in the course map.

Week	Topics	Hour Requirement
1	Introduction to program Diversity, equity, and inclusion Well-Being of the EMR Professionalism Medical Legal and Ethics Documentation Basic Life Support (BLS) WHMIS Violence and Harassment in the Workplace	34 (4 hours self-directed)
2	Communications Lifting and Moving Patients Patient Assessment 1	30
3	Patient Assessment 2 Human Development Palliative Care Pharmacology ReGen Resiliency Program	30
4	Patient Experience 1	36 (minimum)
5	Post patient experience case review Airway management Head and Facial Injuries Bleeding and shock	30
6	Musculoskeletal injuries Soft-tissue injuries Cardiovascular Emergencies Respiratory Emergencies Immune system	30
7	Endocrine Neurovascular Emergencies Gastrointestinal Emergencies Genitourinary Emergencies Incident Command System – 100 (ICS)	30
8	Environmental Emergencies Toxicology Mass Casualty Incidents and Dangerous Situations Obstetrics and Neonatal	30
9	Behavioural Emergencies Point of Care Testing OSCE simulation and evaluations Coaching the Emergency Vehicle (CEVO) – Ambulance	30 (2 hours self-directed)
10 - 11	Patient Experience 2	72 (minimum)
12	High-fidelity Course review Final Exam	30

Total 384

Evaluation Information:

The learner will be evaluated throughout the program. Each topic contains lectures and simulation to provide the learner with the skills and knowledge required for the EMR.

The learner will be required to complete a number of short courses throughout the program. Each of these programs are coordinated through other companies and have their specific passing requirements.

There are several outcomes, as referenced to the Canadian Paramedic Competence Framework for the Emergency Medical Responder competency profile designated by the Canadian Organization of Paramedic Regulators that the learner must obtain in the program. Outcomes are evaluated in simulation as well as the practical experience. The learner is required to complete all outcomes to show proficiency.

The learner will also complete 3 quizzes related to the material covered during the program. Participation, following the below rubric, is evaluated on the learner during class weeks. Following each of the practical patient experiences, the learner will be required to submit and present a case study of one of their patients following a provided template. The learner will also be required to complete an exam following the second patient experience covering all the material in the program. This examination is designed like the Provincial Exam required to be completed by the graduate to obtain licensure.

Participation Rubric				
Item	0 points	5 point	15 points	20 points
Attitude	<ul style="list-style-type: none"> •Unwilling to display a positive attitude •Resistant to positive feedback •Unwilling to work with others •Disrespectful of other's opinions 	<ul style="list-style-type: none"> •Displays inconsistent attitude •Seemingly ambivalent about receiving feedback; often does not accept other's opinion •May find it difficult to work with others •Disrespectful of other's opinions 	<ul style="list-style-type: none"> •Displays a positive attitude •Open to positive feedback •Willing to work with others •Respects other's opinions 	<ul style="list-style-type: none"> •Consistently displays exemplary attitude, positive and helpful •Graciously accepts positive feedback and uses it constructively •Always respectful of other's opinions •Peer leader
Listening	<ul style="list-style-type: none"> •Almost always ignores what is going on in the classroom •Does not take or follow direction 	<ul style="list-style-type: none"> •Appears not to listen to instructor or other students •Relies frequently on other students for direction/instruction instead of instructor 	<ul style="list-style-type: none"> •Actively listens when the instructor and fellow students are speaking •Attempts to follow directions or respond to questions 	<ul style="list-style-type: none"> •Proactively listens when the instructor and fellow students are speaking •Consistently able to follow directions or respond to questions
Interaction	<ul style="list-style-type: none"> •Does not participate in classroom activities •Unwilling to answer questions, participate in discussions, etc 	<ul style="list-style-type: none"> •Rarely participates in classroom activities •Rarely self-advocates •Reluctantly answers questions, participate in discussions, etc 	<ul style="list-style-type: none"> •Consistently volunteers and participates •Contributes valuable information to discussions •Sometimes goes beyond expectations 	<ul style="list-style-type: none"> •Actively participates and volunteers in class •Shows leadership qualities •Contributes imaginatively and astutely to discussions •Always goes beyond expectations to facilitate learning
Self-Monitoring	<ul style="list-style-type: none"> •Rarely on task •Resistant to motivation to maintain and/or improve work quality •Rarely on task Improper, disruptive, inappropriate behaviour Ignores boundaries and rules 	<ul style="list-style-type: none"> •Frequently requires motivation from instructor to maintain and improve quality of work •Needs to be refocused frequently •Frequently displays lack of self-control •Frequently ignores boundaries and rules 	<ul style="list-style-type: none"> •May occasionally depend on instructor for extra motivation to maintain and improve quality of work •Consistently on task Good self-control •Respects boundaries and rules of the class 	<ul style="list-style-type: none"> •Works independently Always on task Exemplary self-control •Consistently self-motivated to independently maintain and improve work quality •Exemplary adherence to boundaries and rules Peer role model

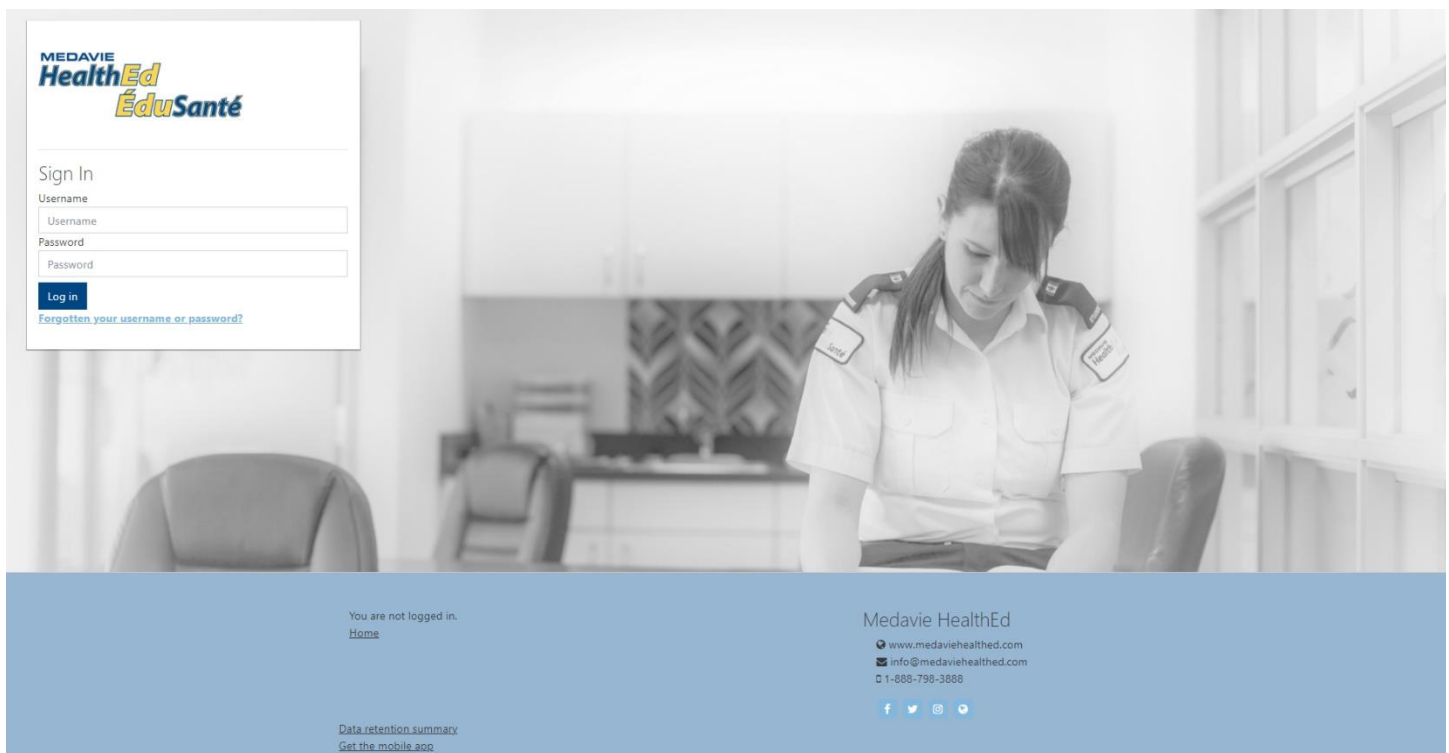
Preparedness	<ul style="list-style-type: none"> •Is not prepared with required materials •Does not complete assignments on time •Consistently late for class 	<ul style="list-style-type: none"> •Sometimes prepared with required materials •Inconsistently completes assignments •Frequently late for class 	<ul style="list-style-type: none"> •Consistently prepared with required materials •Consistently ready to engage in daily classroom activities •Completes assignments on time •Consistently on time for class 	<ul style="list-style-type: none"> •Always prepared with required materials •Always ready to engage in daily classroom activities •Exemplary effort in completing assignments •Always on time for class
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The passing grade for the program is 80% and the learners' marks are calculated by following the below chart:

Item	Notes	Grade
Quiz (3 total)	5% each	20%
Participation (9 total, weekly)	5% each week	45%
Case studies (2 total)	Post patient experience 1 and 2, 5% each	10%
Final Exam	Covers all topics	30%
Simulation	Outcome Obtainment	Complete
Short courses	Based on course passing requirements	Complete
Practicum	Minimum hours (108) and all required competencies	Complete
Total Possible Grade		100%

Learning Resources:

The learning management system (LMS) is Moodle based. The LMS contains all the needed information pertaining to the program and is the launching point for the learner. Once the learner has accessed the LMS they will have access to the program. The program layout is topic based and follows the daily schedule. In this format the learner can access important links, reading assignments, lecture notes, access to short courses, and links to the pertinent Navigate2 chapters.



Other important items within the LMS include your attendance records, gradebook, discussion boards and communication tools to communicate with the instructor and other learners.

Policies and Procedures:

A complete copy of the Policies and Procedures manual can be found on the resources tab of your LMS. A copy of the Safety Manual may also be found on the resources tab. This information includes grading, refunds, withdrawals, appeals. This manual describes any pertinent safety items that you need to be aware of while attending sessions at the campus. It is expected that you reviewed these manuals prior to your program and will be included in your preprogram information package and orientation information.

Medavie HealthEd Contact Information:

Office Hours: Monday to Friday
08:30 am to 4:30 pm

Phone: 1-888-798-8888
Email: info@medaviehealthed.com

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Other Contact Information:

Moodle Support contact your instructor via email