



**Justice
Institute**
BRITISH COLUMBIA

Advanced Care Paramedic (ACP)



Program Handbook

November 2023



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Territorial Acknowledgement

Situating JIBC's Campuses on traditional territories of First Peoples

The Advanced Care Paramedic program is offered at the JIBC's New Westminster, Victoria, and Kelowna campuses. We respectfully acknowledge that the Victoria campus is located on the traditional and treaty territory of the Songhees, Esquimalt and WSÁNEĆ Peoples; the New Westminster campus is located on the unceded traditional territories of the Qiqéyt (Qayqayt), x̣ṃəθḳẉəỵəm (Musqueam) Peoples, and Central Coast Salish Peoples; and the Kelowna campus is located on the unceded traditional territories of the Syilx Okanagan Peoples.

Acknowledging territory shows recognition of and respect for Indigenous Peoples of both Canada and the world. It is recognition of their presence both in the past and the present. Recognition and respect are essential for building healthy, reciprocal relations which is key to reconciliation with First Peoples. JIBC is committed to establishing healthy relations and supporting reconciliation, so we acknowledge the lands and traditional territories of Indigenous Peoples where our campuses are located.



Introduction

This handbook contains important information to help you prepare for the program, demystify the academic requirements, and ensure you are aware of the policies and procedures that guide us. It also contains important information on competency tracking and other forms of assessing your success in the program, and basic student expectations that contribute to a safe and engaging learning experience for everyone. Please refer to this document throughout your program, and don't hesitate to ask program staff if you have questions or are seeking additional clarification about any aspect of the program.

Program Format

The Advanced Care Paramedic (ACP) Program is a 20-month full-time program comprised of 70 credits split over three terms. Students will complete ten courses and three practice education placements as they progress through the program.

This program is delivered using a blended delivery approach through:

- Guided online learning activities
- Facilitated discussions
- Supervised independent study
- Classroom sessions
- Labs
- Practical workshops
- High-fidelity simulations

Students have practice education placements each term at hospitals and on ambulance rotations in major centres around the province.

All ambulance practice education shifts take place on BCEHS Advanced Life Support units with ACP Preceptors. This provides a valuable opportunity to learn and work within the BCEHS targeted response model.

Courses in this program

Term 1 courses:

PARA-3315 Professional Practice – Human Factors	PARA-3322 Foundations of Paramedic Practice
PARA-3351 Classic Cases 1 Cardiovascular & Respiratory	PARA-3392 Clinical Practice Education 1

Term 2 courses:

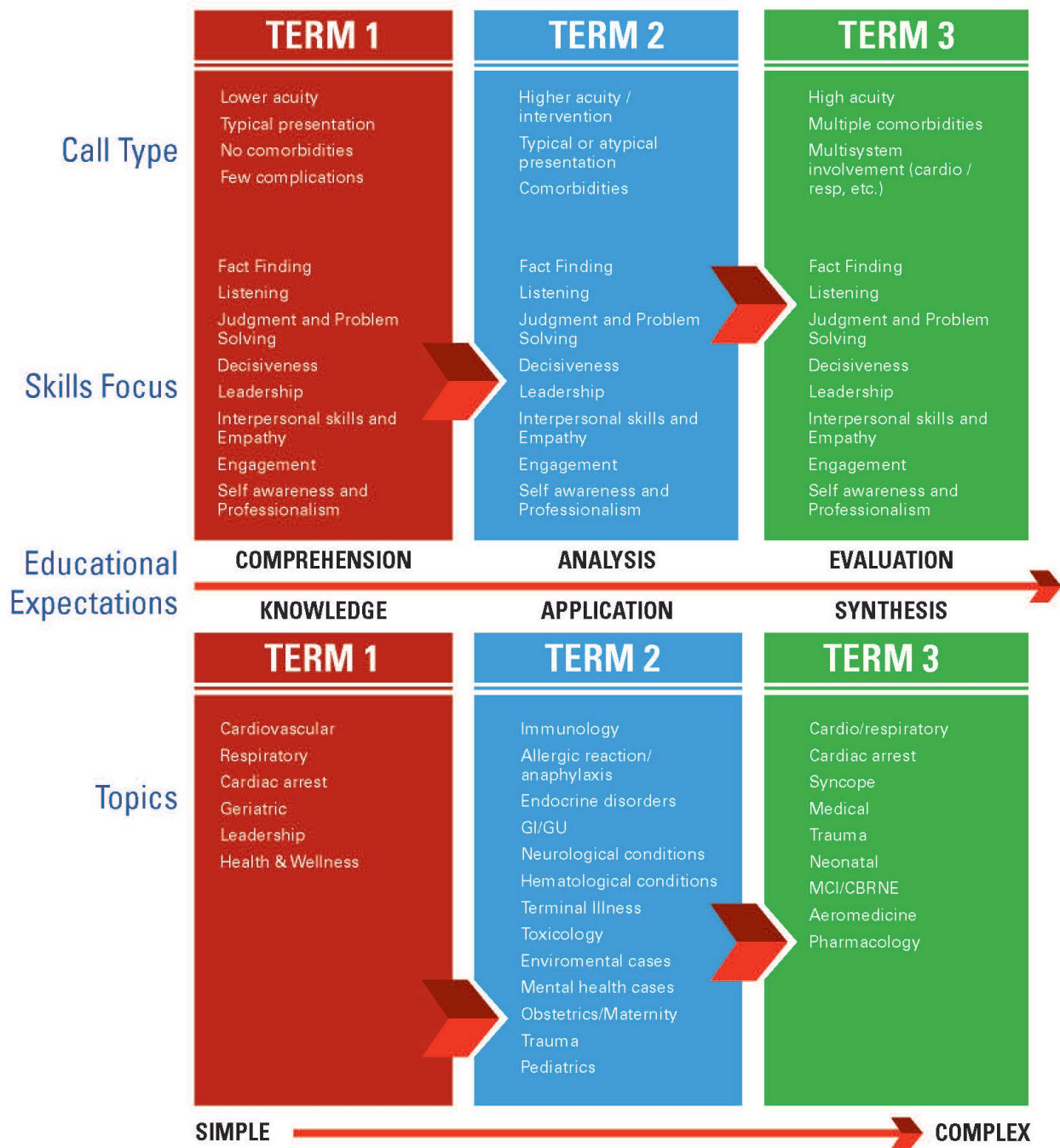
PARA-3353A Classic Cases Trauma	PARA-3413 Health Care in Communities
PARA-3451A Classic ACP Cases 2	PARA-3491A Clinical Practice Education 2

Term 3 courses:

PARA-3452A Complex ACP Cases	PARA-3492A Clinical Practice Education 3
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This ACP Education Map demonstrates the flow of how the material is delivered throughout the terms.

ACP Education Map



Program Contacts:

24-hour emergency contact number: 1.604.528.5751

Should an emergency occur during a practice education shift (see examples listed below), please call this number for a Health Sciences Division representative. There is a representative available for emergency contact anywhere in the province 24 hours per day, 7 days per week.

Examples of an emergency, (but not an inclusive list) are:

- You have a family emergency and need to leave your shift before it is complete.
- You have suffered a work-related injury and are admitted to hospital.
- You have been exposed to an infectious disease or biohazard and require emergent care.

Program Manager:

Oliver (Olly) Oxbury
778.388.7125
ooxbury@jibc.ca

Manager, Practice Education:

Kim Aubert
604.528.5572
kaubert@jibc.ca

Program Administration:

604.528.5694
acp@jibc.ca

Practice Education General Inquiries:

PracticeEd@jibc.ca

Paramedic Scheduling – JIBC:

604.528.5616
parascheduling@jibc.ca

Lead Instructors:

New Westminister:

Melissa Fields
236.880.2599
msmith@jibc.ca

Victoria:

Jon Deakin
250.889.6895
jdeakin@jibc.ca

Tyson Lehmann

604.306.7041
tlehmann@jibc.ca

Kelowna:

Graeme Parke
250.575.6294
gparke@jibc.ca

Practice Education Leads:

Ryan Casselman	778.233.6261	rcasselman@jibc.ca
Mic Listro	778.791.1972	mlistro@jibc.ca
Iku Yeh	604-218-9342	iyeh@jibc.ca
Chris Singh	604.306.0471	csingh@jibc.ca
Mathieu Desfosses	604-218-9811	mdesfosses@jibc.ca
Hayley Blackmore	604-306-0415	hnblackmore@jibc.ca
Sophia Davis	604-306-0697	sdavis@jibc.ca
Jason Davies	778-791-1972	jdavies@jibc.ca

**Student Learning Services:**

Manager, Student Learning Supports and
Disability Access

Sam Matychuk

604.528.5884

smatychuk@jibc.ca

Office of Indigenization:

Indigenization@jibc.ca

The JIBC Bookstore:

jibcstore@jibc.ca

JIBC Financial Aid & Awards Office:

financialaid@jibc.ca

Program Resources

Here is a listing of resources used for the delivery of the program, followed by a brief description of each:

Platforms:

- Blackboard Learning Management System (LMS): Used to house the online ACP Student Campus (student campus) and individual program courses. The student campus will provide specific program information such as communications, program schedules, required textbooks, book and uniform order form, pre-reading, and study guides. Individual courses will be used to submit assignments and track course progress.
[Students Home \(myjibc.ca\)](#)
- CompTracker – Website and App: Used to record, track, evaluate, and report on classroom, hospital, and ambulance competency obtainments. www.studentlogbook.com
- [Practice Education Resource Centre](#) which provides a variety of information for students, faculty, preceptors, and clinicians on practice education related requirements and processes.

Resources:

- [ACP Practical Evaluation Marking & Grading Guide](#) (located in the student campus)
This guide describes the use of the Global Rating Scale (GRS) tool throughout the program in classroom simulations and practice education to identify trends in performance and areas of weakness that can be used to guide the student's further learning, development, and practice.
- [ACP Global Rating Scale – Performance Reflection Guide – A Guide for Preceptors and Students](#)
The GRS is a criterion-referenced assessment tool, designed to compare a practitioner's performance to a predetermined standard of competence.
- [ACP Simulation Competencies](#) (located in the student campus)
This document lists the classroom simulation competencies by term.
- [Student Expectations and Preceptor or Clinical Practice Educator Guidance](#)
This document outlines expectations for all JIBC students' professional appearance and behavior during practice education placements and provides guidance for preceptors and clinical practice educators if expectations are not met.
- [ACP Practice Education Guide](#)
This guide outlines the objectives for your clinical (hospital and ambulance) placements throughout the program. It details competencies required, standards to be met, and evaluation criteria.
- [ACP Student Practice Education Learning Plan](#)
This form is used by the Practice Education Leads (PELs) when conducting a review of your performance during practicum placements to communicate your learning plan during future placements.



- [ACP Student Guide to the OR](#)
This document is to provide students with procedural and etiquette information regarding clinical OR shifts.
- [ACP OR Practicum Competencies – Documentation and Submission](#) (located in the student campus)
This document provides students with procedural information regarding the documentation and submission of OR competencies.
- [BCEHS Treatment Guidelines](#)
This link is to the BC Emergency Health Services' treatment guidelines, and other related resources.
- [Evaluation of Learning Framework](#) (located in the student campus)
This framework for evaluating learning is proposed to help guide students, instructors, preceptors, evaluators, and ACP program staff in effective and consistent practice in assessment and evaluation.
- [National Occupational Competency Profile for Paramedics \(NOCP\)](#)
This link is to the Paramedic Association of Canada's (PAC) NOCPs. The primary purposes of the NOCPs are: (1) to create national standards for education programs, and (2) to provide a tool to assist paramedic regulators establish common workplace standards and enhance labour mobility.

JIBC Policies and ACP Program Guidelines and Procedures

JIBC is committed to providing learning and working environments that are free from discrimination and harassment and in which the individual differences are valued and respected.

JIBC does not condone and will not tolerate any discrimination or harassing behaviour that undermines the dignity, self-esteem, and respect of any student, employee, seconded staff, contractor, or volunteer.

Students are responsible for making themselves aware of all JIBC policies and ACP Program guidelines & procedures. Students are expected to conduct themselves in a professional manner at all times, and to meet all program requirements. Students are ultimately responsible for their learning and are expected to seek assistance to ensure they are meeting course or program requirements.

Links to the JIBC policies:

- Harassment – Students <http://www.jibc.ca/policy/3203>
- Student Code of Conduct <http://www.jibc.ca/policy/3205>
- Student Academic Integrity <http://www.jibc.ca/policy/3207>
- Sexual Violence and Misconduct – Students <http://www.jibc.ca/policy/3213>
- Accommodation of Students with Disabilities - <https://www.jibc.ca/policy/accommodation-students-disabilities>
- Other JIBC policies can be found at: <http://www.jibc.ca/about-jibc/governance/policies>

It is important that students understand and abide by all these policies. The links can also be found on the student campus.

ACP Program Procedures are found in the student campus and at the following link:

<https://www.jibc.ca/sites/default/files/2022-08/HSD-Program-Guidelines-and-Procedures.pdf>



Preparation for Learning Components

Preparing for the Program – Checklist

- Visit the [JIBC Student Online Orientation webpage](#) the information here will answer many of your questions around the services and supports available to you as a JIBC student, such as online learning technologies, the writing centre, Office of Indigenization, financial aid, and the student union.
- Log into [myJIBC](#):** This is the online portal where you will access your online student campus, the online component of your courses and your student account. Your user ID is your student number (e.g. j0001234). If you require assistance to log into myJIBC, contact Student Services at 604.528.5590 Toll-free: 1.877.528.5591 or email register@jibc.ca.
- Familiarize yourself with the layout and content of your ACP program online student campus. This is your central location for information relating to the program such as schedules, study guides and readings.
- Purchase your textbooks. The required textbook list and an order form for the JIBC store are located on the online student campus.
- Purchase your uniform and sew on patches. You are required to wear a JIBC uniform during all program activities including orientation day, classroom, and practice education placements. Uniform requirements and a uniform order form for the JIBC store are located on the online student campus.
- You are required to have a tablet, either Apple iPad or Android, during the program for competency tracking in real time using the CompTracker competency management system. Please bring your tablet to the first day of class. You will also need your stethoscope.
- Complete pre-reading. To help you prepare we will post a Pre-reading Guide to your student campus.
- Complete your SPECO requirements. SPECO is an online course which you will find when you log into myJIBC. This is where you will find requirements you need to complete in order to participate in the Practice Education component of your ACP program.
- Familiarize yourself with the First Nations Health Authority's Policy Statement on Cultural Safety and Humility
<https://www.fnha.ca/Documents/FNHA-Policy-Statement-Cultural-Safety-and-Humility.pdf>



- Learning supports: If you think you may have a disability that affects your learning, reach out early for help to studentresources@jibc.ca. Visit our [disability services page](#) for more information.

- Indigenous student services: To learn more about what services and supports are available, visit <https://www.jibc.ca/student-services/indigenous-student-services>

Your Term 1 courses will also appear in myJIBC on the start date of the program. This is where you will submit your assignments, complete evaluations, and track your grades.

ACP program staff are available to help with any aspect of your program preparation. If you require any assistance, please contact us at acp@jibc.ca.

Preparing for the Classroom (Online and On Campus)

The classroom component of the program will be split into on campus and online facilitated sessions. Your program starts with four weeks of online instructor-led theory components and is then split into blocks of approximately 2 weeks of online theory followed by two weeks of simulation labs on campus. A detailed schedule will be provided to you on the first day of class and posted in your student campus. You are required to wear your uniform for all face-to-face program activities. There is no need to wear your uniform for online classes.

The documents you need to prepare for classroom sessions can be accessed in your student campus.

- **Daily Schedule:** Review the Daily schedule posted in your student campus which will reference the course, module and unit that is being covered each day.

- **Study Guides:** Review the study guide for each course that is posted in the student campus. This is organized into modules and units referred to in your schedule and contains the readings, learning objectives and NOCPs.

- **Readings:** Required readings are found in your study guide. It is an expectation that you complete your readings and come to class prepared. Additional readings are posted in the student campus under online readings (Ares). Instructors may provide additional readings or activities.

- **Treatment Guidelines:** Go to the Practice Education Resource Centre site (linked from your student campus) to review the BCEHS treatment guidelines.

- **Assessment Schedule:** Refer to the assessment schedule in the student campus for assignment deadlines and exam dates.
- **Assignments:** Assignment details, marking rubrics and deadlines are posted in each course. The individual courses are used to submit your assignments and evaluations and receive your grades and feedback.
- **Online lectures:** These sessions are recorded and made available for students to review. Following the lectures the PowerPoint presentations will be posted as a resource for you in the student campus.

Professionalism is a key component of the ACP program. A professional paramedic is a leader. You are expected to demonstrate leadership skills you bring into the program as well as those you learn here: initiative, collaboration, problem solving and critical thinking, a desire to learn and to develop, communication and interpersonal skills, cultural competency and cultural sensitivity, conflict management skills, goal-setting and project management skills.

Be respectful, thoughtful, and considerate in all your activities in the program.

Preparing for the Practice Education Component

Practice education placements provide students with opportunities to develop clinical skills and techniques in awareness and self-reflection. Placements also provide opportunities to practice interpersonal skills with patients and colleagues in a safe learning environment.

The Role of the Practice Education Lead

You will be assigned a Practice Education Lead (PEL) at the start of the program. Their role is to support and guide you through your ambulance and hospital practice education placements. They will advocate for you while also providing you with constructive feedback as you progress through the various stages of the program.

Practice Education Resource Centre

The JIBC Paramedicine Practice Education Resource Centre at <https://pe.jibc.ca/paramedicine/> provides information to assist you during ambulance and hospital placements.

The Student Resources section of the Practice Education Resource Centre provides information on processes and expectations, and guides to assist you during ambulance and hospital placements. You are required to read and understand all process documents and guides prior to attending practice education placements. If you have any questions about these documents, please connect with your PEL or Lead Instructor.

Documentation while on Practice Education Placements

The following documentation may be requested for viewing while on practice education, so please have these with you at all times during placements:

- 'Observation Only' card (for ambulance observation placements only)
- FIT test card
- EMALB Student License
- JIBC Student ID (worn on uniform at all times)
- BCEHS Student People Soft ID (will be required for ambulance placements)

Availability for Practice Education Placements

The ACP Program has set timelines for completion of the classroom and practice education components. Students must be available for placements in all practice education settings for the entire duration of the practice education timelines of the program. This means keeping yourself free of commitments and prioritizing practice education placements over work while you are a student.

Barriers to completion of practice education may include:

- Lack of 100% availability
- Not addressing and following email communication from ParaScheduling@jibc.ca and/or PEL and Lead Instructor
- Low number of patient contacts submitted (based on expected call volume of station)
- Low number of NOCPs attached to each E-PCR/E-CWS
- Poor documentation

Travel and Expenses for Practice Education Placements

Travel is often required to attend practice education placements. Placement shortages can occur, and you may be required to travel to a different region where placements are available. JIBC works together with BC Health Authorities and BC Emergency Health Services using a provincial scheduling system to provide hospital and ambulance placements for paramedic students throughout the province.

Expenses are your responsibility so ensure you budget responsibly when planning your time in the program. Practice education expenses include, but are not limited to, travel costs, accommodation, meals, and other living expenses.

Self-identifying Indigenous students may qualify for additional financial assistance. Visit <https://www.jibc.ca/student-services/funding-indigenous-students>.

Shift Allocation Process

Students who remain flexible and available, and are willing to travel, are better positioned to complete their placement requirements within the practice education timelines of the program.

Students are not permitted to approach preceptors or clinicians and make arrangements for ambulance or hospital practice education shifts. If they do, validated competencies for the arranged shift will not be recognized.

Excessive lack of availability for practice education shifts or absence from scheduled shifts may result in an incomplete program.

Placement Checklists

Before Scheduled Shift

- Review schedule and additional information included in email sent to you from ParaScheduling@jibc.ca.
- Confirm that the preceptor or clinician is accessible in CompTracker.
- One week prior to your practice education placement, [contact your preceptor or clinician](#).
- Review all processes for attending placements in the Student Resources section of the Practice Education Resource Centre at <https://pe.jibc.ca/paramedicine/student/>.
- Confirm an understanding of ACP program documentation requirements and CompTracker submissions, as outlined in this document.
- Prepare student uniform, safety vest, and additional items required for placement.

During Scheduled Shift

- Complete each E-PCR and E-CWS in full, “in real time” where possible. Follow guidelines and requirements within this document for expectations.

After Scheduled Shift

- Ensure all CompTracker attendance, patient contact, and skills checklists submissions are completed “in real time”.

Cancelled Shifts

Due to the complexity of student practice education, shifts may be cancelled with short to no notice. The Practice Education Team will notify students by phone or email as soon as they are made aware of the shift cancellation.

If a student arrives at a scheduled shift and the preceptor or clinician is unavailable or absent, please follow the processes for attending placements in the Student Resources section on the Practice Education Resource Centre at <https://pe.jibc.ca/paramedicine/student-resources/>.

Communication during Practice Education Placements

Students should include their Practice Education Lead and Lead Instructor in all communication regarding their practice education.

The Practice Education Team will communicate directly with students via email or phone. Students are to ensure they have provided current contact information and are receiving emails from ParaScheduling@jibc.ca.

Students should refrain from making any scheduling requests directly to ParaScheduling@jibc.ca, instead, scheduling requests should be communicated to the Practice Education Lead and Lead Instructor, and they will relay the information to the Practice Education Team.

Examples of required communication to your Practice Education Lead may include:

- There is a change to the student's availability or willingness to travel
- The preceptor or clinician is not in CompTracker
- Student was moved from one station to another
- Student has missed a shift, or a shift is cancelled
- Student anticipates the need for additional shifts
- Student has pressing preceptor or clinician feedback
- Student has been involved in a critical incident
- Student is injured or exposed during a practice education placement
- Preceptor or clinician is not responding to student's reminders to sign off CompTracker forms or attendance

Program Evaluation Components

The program uses a variety of methods to evaluate student performance. Refer to the Evaluation of Learning document, located in the student campus, for details.

Classroom:

- Intervention Checklists
- Global Rating Scale (GRS)
- Classroom Simulations Records (CSR with GRS)
- Assignments & Exams
- Practical Evaluations

Hospital Environment:

- OR Cards
- Clinical Worksheets (CWS)

Ambulance Environment:

- Patient Contact Record (PCR with GRS)

Progress Reviews

Classroom Progress Reviews:

- Progress is continually monitored through use of the GRS tool, assignments, quizzes, and assessments throughout the classroom component. The use of the GRS tool during simulations in the classroom allows faculty to see trends and work with you to support your performance, prior to formal evaluations. Additionally, in the latter half of each Term, the Lead Instructor will arrange a one-on-one meeting with each student to discuss progress. Lead Instructors are always willing to meet with students who either request assistance, or who are showing a trend of difficulty in any domain in-between formal assessments.

Practice Education Progress Reviews:

- Your Practice Education Lead will connect with you each block, or at a regular interval agreed on by both yourself and the PEL to review your practicum experience and documentation, discuss difficult or challenging situations, and provide feedback, as needed. They will monitor your submissions through CompTracker for trends that may indicate you need additional support in a particular area or areas.
- At the end of each Term, the PEL will review your CompTracker file for completeness and accurate documentation. Competencies that have been claimed in error or are not supported in the documentation will be withdrawn, and you will be notified.
- Prior to the end of the program, a full audit of all the competencies claimed will be conducted. If any are incomplete, you will be given an additional opportunity to demonstrate competence in those areas.

Program Feedback

JIBC will seek your feedback throughout the program. Surveys will be sent to you via email at the conclusion of each term's Classroom and Practice Education components. When you receive these emails, we ask that you take a few minutes to complete the survey. Your participation is important - only you can tell us about the quality of the program, its instruction, and the value of your field experience.

Additionally, you will have access to an ACP General Feedback Survey which is located in your online student campus. This enables you the opportunity to provide feedback on any aspect of your ACP Program at any time.

Personal information, specifically the survey questions and your answers, are collected under the authority of the Colleges and Institute Act and the Freedom of Information and Protection Privacy Act for statistical research and administrative purposes. JIBC reports your responses without identifying information to provide confidentiality and protect your privacy.

BCEHS Preceptor Surveys

JIBC and BCEHS work collaboratively to ensure a smooth transition for students when they begin practice education shifts. A link to the confidential BCEHS Preceptor Survey will be included in the email students receive with their practice education schedules. The survey link is also located in the student campus in Blackboard and on the Practice Education Resource Centre. Students are encouraged to take the time to provide honest and productive feedback after each preceptor experience. Your feedback allows BCEHS to assess preceptor performance and preceptors to further develop their skills.