

# COPR Advanced Care Paramedic (ACP) Practice Exam (Sample)

## Study Guide



**Everything you need from our exam experts!**

**Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.**

**ALL RIGHTS RESERVED.**

**No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.**

**Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.**

**SAMPLE**

# Table of Contents

<b>Copyright</b> .....	<b>1</b>
<b>Table of Contents</b> .....	<b>2</b>
<b>Introduction</b> .....	<b>3</b>
<b>How to Use This Guide</b> .....	<b>4</b>
<b>Questions</b> .....	<b>5</b>
<b>Answers</b> .....	<b>8</b>
<b>Explanations</b> .....	<b>10</b>
<b>Next Steps</b> .....	<b>16</b>

SAMPLE

# Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

**Remember:** successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

# How to Use This Guide

**This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:**

## **1. Start with a Diagnostic Review**

**Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.**

## **2. Study in Short, Focused Sessions**

**Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.**

## **3. Learn from the Explanations**

**After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.**

## **4. Track Your Progress**

**Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.**

## **5. Simulate the Real Exam**

**Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.**

## **6. Repeat and Review**

**Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.**

**There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!**

## Questions

SAMPLE

- 1. Which effect is associated with Vaughan Williams Class 1c on the cardiac action potential?**
  - A. Increases depolarization threshold**
  - B. Slows nodal action potential**
  - C. Prolongs action potential and ERP**
  - D. Lengthens phase 0**
  
- 2. A vector is defined as:**
  - A. The way a pathogen moves from its reservoir to host with a living vessel.**
  - B. A nonliving carrier of pathogens.**
  - C. An immune cell that blocks infection.**
  - D. A disinfectant.**
  
- 3. Which effect characterizes Vaughan Williams Class 1b on the cardiac action potential?**
  - A. Lengthens phase 0 and ERP**
  - B. Lengthens phase 0**
  - C. Decreases effective refractory period**
  - D. Blocks calcium channels**
  
- 4. Which seizure type is nonconvulsive and characterized by a blank stare with abrupt onset and offset?**
  - A. Absence seizure**
  - B. Cardiac Output**
  - C. Hepatojugular Reflex**
  - D. Cor Pulmonale**
  
- 5. Pelvic inflammatory disease most commonly predisposes to which complication?**
  - A. Ectopic pregnancy**
  - B. Tubo-ovarian abscess**
  - C. Ovarian torsion**
  - D. Endometrial cancer**

- 6. Which Vaughan Williams class prolongs the action potential and effective refractory period?**
- A. Class 1a**
  - B. Class 2**
  - C. Class 1b**
  - D. Class 3**
- 7. Which ethical principle is most closely linked to ensuring patients can make informed decisions about their care?**
- A. Justice**
  - B. Autonomy**
  - C. Beneficence**
  - D. Non-maleficence**
- 8. Which term describes a physiological condition caused by increased partial pressure of nitrogen, leading to narcotic-like symptoms?**
- A. Agonist**
  - B. Malloy-Weiss syndrome**
  - C. Nitrogen Narcosis**
  - D. Ectopic Pregnancy**
- 9. Unblinded study is best described as**
- A. A type of study in which the subjects are advised of all aspects of the study**
  - B. A study where the investigators know the treatment but the subjects do not**
  - C. A study with no control group**
  - D. A study where participants are randomly assigned**
- 10. Which practice best supports accurate EMS documentation?**
- A. Writing notes that are brief and omit times**
  - B. Relying on memory rather than documentation**
  - C. Using cryptic shorthand to save space**
  - D. Providing a complete, legible narrative that explains what happened**

## Answers

SAMPLE

1. D
2. A
3. C
4. A
5. B
6. D
7. B
8. C
9. A
10. D

SAMPLE

## **Explanations**

SAMPLE

**1. Which effect is associated with Vaughan Williams Class 1c on the cardiac action potential?**

- A. Increases depolarization threshold**
- B. Slows nodal action potential**
- C. Prolongs action potential and ERP**
- D. Lengthens phase 0**

Class 1c antiarrhythmics are potent fast sodium channel blockers, so they mainly slow the rapid upstroke of the action potential in atrial and ventricular myocardium. By blocking these channels, the slope of phase 0 is reduced, meaning the depolarization takes longer to reach its peak. That translates to slower conduction through the heart tissue and, on the ECG, a widened QRS. This effect centers on the beginning of the action potential (phase 0) rather than prolonging repolarization or ERP, and nodal tissue is less affected because nodal cells depend more on calcium currents for depolarization. The situation described—slowing the phase 0 upstroke and thus lengthening phase 0—is the best fit here.

**2. A vector is defined as:**

- A. The way a pathogen moves from its reservoir to host with a living vessel.**
- B. A nonliving carrier of pathogens.**
- C. An immune cell that blocks infection.**
- D. A disinfectant.**

The main idea is that a vector is a living organism that transmits a pathogen from its reservoir to a susceptible host. A vector is alive and often the pathogen develops or multiplies within it before transmission, which is why it can effectively move the pathogen between people or animals. Classic examples include mosquitoes spreading malaria or dengue, and ticks transmitting *Borrelia* to humans. Some vectors are biological, meaning the pathogen changes inside the vector, while others are mechanical and simply carry the pathogen on their bodies without internal development. The other descriptions refer to a nonliving carrier (a fomite), an immune cell that blocks infection, or a disinfectant, none of which are vectors.

**3. Which effect characterizes Vaughan Williams Class 1b on the cardiac action potential?**

- A. Lengthens phase 0 and ERP**
- B. Lengthens phase 0**
- C. Decreases effective refractory period**
- D. Blocks calcium channels**

Class 1b antiarrhythmics block fast sodium channels but do so with rapid dissociation, so they mainly affect tissue that is depolarized, such as ischemic myocardium. This results in a slower phase 0 upstroke (conduction slows), and importantly, a shortening of the action potential duration in ventricular tissue and Purkinje fibers. Because the action potential duration shortens, the refractory period—the time during which the cell cannot be re-excited—also shortens, i.e., the effective refractory period decreases. The net effect is a decreased ERP. The other ideas don't fit this mechanism: these drugs do not lengthen phase 0 (they slow it), they do not lengthen the ERP (they shorten it), and they do not block calcium channels (that would be a property of calcium channel blockers).

**4. Which seizure type is nonconvulsive and characterized by a blank stare with abrupt onset and offset?**

- A. Absence seizure**
- B. Cardiac Output**
- C. Hepatojugular Reflex**
- D. Cor Pulmonale**

Nonconvulsive generalized seizures show up as brief lapses in awareness rather than full convulsions. A blank stare with abrupt onset and offset fits absence seizures, which are typically very short and involve impaired consciousness with minimal motor activity. In kids, you might also see slight eye blinking or lip-smacking, but there's no generalized stiffening or jerking. The episode ends quickly and the person returns to baseline with no postictal confusion. EEG often reveals generalized 3-Hz spike-and-wave activity during these events, helping confirm the diagnosis. The other terms listed are not seizure types—they describe cardiovascular or hemodynamic phenomena (cardiac output, hepatojugular reflex, cor pulmonale)—so they don't match the description of a nonconvulsive seizure.

**5. Pelvic inflammatory disease most commonly predisposes to which complication?**

- A. Ectopic pregnancy**
- B. Tubo-ovarian abscess**
- C. Ovarian torsion**
- D. Endometrial cancer**

Pelvic inflammatory disease inflames and scars the upper genital tract, especially the fallopian tubes and ovaries. As the infection spreads to the adnexal tissues, it can form a tubo-ovarian abscess—a pus-filled collection involving the tube and ovary. This is a direct, recognized complication of PID and signals a more severe infection that often requires IV antibiotics and drainage. Although PID also raises the risk of ectopic pregnancy due to tubal scarring, the most fitting complication described among the options is tubo-ovarian abscess, since it represents the direct infectious extension into the adnexa. Ovarian torsion and endometrial cancer are not typical PID-related complications.

**6. Which Vaughan Williams class prolongs the action potential and effective refractory period?**

- A. Class 1a
- B. Class 2
- C. Class 1b
- D. Class 3**

Class III antiarrhythmics slow repolarization by blocking outward potassium currents, which lengthens the action potential duration and the effective refractory period. By delaying phase 3 of the action potential, the heart tissue remains refractory for a longer time after each beat, reducing the likelihood of re-entrant circuits that cause tachyarrhythmias. This mechanism also manifests on the ECG as QT interval prolongation. Drugs in this class, such as amiodarone, sotalol, dofetilide, and ibutilide, are used to treat various tachyarrhythmias, but they carry a risk of proarrhythmia like torsades de pointes and require careful monitoring. Other classes focus more on slowing conduction or automaticity rather than extending repolarization, so they do not robustly prolong the action potential duration and ERP in the way Class III does.

**7. Which ethical principle is most closely linked to ensuring patients can make informed decisions about their care?**

- A. Justice
- B. Autonomy**
- C. Beneficence
- D. Non-maleficence

Autonomy means recognizing a patient's right to decide what happens to their own body. Ensuring informed decisions hinges on autonomy because respecting this right requires giving complete information about options, risks, benefits, and alternatives, confirming the patient understands, and ensuring their choice is voluntary and based on their own values and preferences. When these conditions are met, the patient can actively weigh what fits best for them, which is the essence of informed decision-making. Justice is about fairness in access and distribution of resources, beneficence about acting in the patient's best interest, and non-maleficence about avoiding harm; none of these centers the patient's right to self-determination in the decision-making process as directly as autonomy does.

**8. Which term describes a physiological condition caused by increased partial pressure of nitrogen, leading to narcotic-like symptoms?**

- A. Agonist**
- B. Malloy-Weiss syndrome**
- C. Nitrogen Narcosis**
- D. Ectopic Pregnancy**

Nitrogen narcosis describes the narcotic-like impairment that arises when the partial pressure of nitrogen in the body becomes elevated, such as when diving deeper underwater while breathing air. As depth increases, more nitrogen dissolves into body tissues and affects nerve function, producing symptoms that resemble intoxication: slowed thinking, poor judgment, dizziness, euphoria, and impaired coordination. The effect is reversible with ascent, as the nitrogen partial pressure decreases and off-gassing occurs. This is the best answer because it directly names the condition caused by increased nitrogen tension and its narcotic-like effects. The other terms describe unrelated concepts: an agonist is a molecule that activates a receptor, Mallory-Weiss syndrome is a tear in the esophagus or stomach lining from vomiting, and an ectopic pregnancy is a pregnancy implanted outside the uterus.

**9. Unblinded study is best described as**

- A. A type of study in which the subjects are advised of all aspects of the study**
- B. A study where the investigators know the treatment but the subjects do not**
- C. A study with no control group**
- D. A study where participants are randomly assigned**

Blinding is about concealing which treatment participants receive to reduce bias in how outcomes are reported or assessed. An unblinded study means there is no concealment—participants know which treatment they're receiving and are aware of study details. Saying that subjects are informed of all aspects of the study captures this lack of concealment: they understand the treatment assignment and procedures, which is the essence of an unblinded design. If the description said investigators know the treatment but subjects do not, that would be a blinded or single-blind design, not unblinded. A study with no control group or one defined by randomization concerns structure or comparator aspects rather than whether participants are aware of the treatment.

**10. Which practice best supports accurate EMS documentation?**

- A. Writing notes that are brief and omit times**
- B. Relying on memory rather than documentation**
- C. Using cryptic shorthand to save space**
- D. Providing a complete, legible narrative that explains what happened**

Accurate EMS documentation hinges on producing a complete, legible narrative that explains what happened. A thorough entry captures the sequence of events, the patient's condition at key moments, vital signs, all interventions and medications with doses and routes, patient or caregiver responses, and the decisions made (such as transport or refusals) with clear timestamps. This level of detail ensures readers can reconstruct the scene, understand the rationale for care, and coordinate with the receiving facility, which supports patient safety, clinical continuity, and medicolegal protection. Notes that are brief and omit times create gaps in the timeline, making it hard to judge when events occurred or how the patient responded. Relying on memory can introduce inaccuracies, especially in high-stress scenarios. Cryptic shorthand can be misinterpreted by others who read the record later. In contrast, a complete, legible narrative provides clarity, reduces ambiguity, and stands up to review, QA, and legal scrutiny.

## Next Steps

**Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.**

**As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.**

**If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at [hello@examzify.com](mailto:hello@examzify.com).**

**Or visit your dedicated course page for more study tools and resources:**

**<https://copracp.examzify.com>**

**We wish you the very best on your exam journey. You've got this!**

SAMPLE