

WILLIAM RAINEY HARPER COLLEGE
HEALTH CAREERS DIVISION
NORTHWEST COMMUNITY HEALTHCARE PARAMEDIC PROGRAM
COURSE SYLLABUS

EMS Course Prefix	210 Course Number	PARAMEDIC PREPARATORY Course Title	(9-3) (Lec-Lab)	10 Semester Hours
		Connie J. Mattera, M.S., R.N., EMT-P Program Director Northwest Community Hospital 901 Kirchoff Center – EMS Offices Arlington Heights, IL 60005 Office hours: M-F 0900-1700 Phone: 847.618.4480 Pager: 708.999.0141 cmattera@nch.org		

Dates of class: Monday through Friday; September 12, 2016 – October 13, 2016
Time & location: Northwest Community Hospital; 9 am – 5 pm daily; rooms LC 3&4

COURSE DESCRIPTION: Designed to expand upon entry level knowledge and skills acquired in an EMT, AEMT, or EMT-I course. EMS 210 provides the foundations of paramedic (PM) practice upon which all other instruction is based and must be passed to continue in the program. Content and objectives are mapped to the national EMS Education Standards.

PREREQUISITES: (1) Unencumbered Emergency Medical Technician (EMT), Advanced EMT (AEMT), or EMT-Intermediate (EMT-I) license with practice privileges in Illinois and admission into the EMS degree or the Paramedic Certificate programs; (2) valid and current CPR for Healthcare Providers card; and (3) field internship acceptance by a NWC EMS Agency.

TOPICAL OUTLINE: The complete student class agenda is provided prior to the first day of class.

- Emergency Medical Services (EMS) Systems; genesis, structure, function, licensure, research
- Paramedic roles and responsibilities/workforce safety and wellness
- Overview of human anatomy and physiology; pathophysiology; lifespan development, defense against disease
- Communication systems; therapeutic communication
- Legal, ethical, public health, and regulatory issues
- General principles of documentation; introduction to Image Trend ePCR software
- Principles of pharmacology; drug profiles, routes of administration; vascular access techniques
- Fluids & electrolytes; acid base imbalances
- Respiratory A&P, airway and ventilatory management, and oxygen delivery devices
- Patient assessment

METHODS OF PRESENTATION

- Lecture; student and instructor-led discussions
- Student-centered learning activities: Case studies; simulations, scenarios, role playing
- Guided practice: Demonstrations; return demonstrations in precepted lab environment
- Independent practice: Homework questions and Collaborative practice: group assignments

STUDENT OUTCOMES: *(The student will...)*

1. integrate comprehensive knowledge of EMS systems, the safety/well-being of the PM, medical/legal and ethical issues which is intended to improve the health of EMS personnel, patients, and the community.
2. demonstrate complex depth and comprehensive breadth of knowledge relative to the principles of medical documentation and report writing; EMS communication systems, communication with other health care professionals, and team dynamics.
3. integrate a complex depth and comprehensive breadth of knowledge relative to the anatomy, physiology, and pathophysiology of all human systems, across the life-span, and applied to all patient assessments.
4. integrate comprehensive anatomical and medical terminology and approved abbreviations into written and oral communication with colleagues and other health care professionals.
5. apply fundamental knowledge of the principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention to daily practice.
6. integrate comprehensive knowledge of pharmacology, EMS drug profiles, and medication administration by all routes within a PM's scope of practice to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.
7. integrate complex knowledge of anatomy, physiology, and pathophysiology into each assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.

8. Integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to formulate a treatment plan.
9. demonstrate fundamental depth and foundational breadth of understanding and psychomotor mastery at the precision level within a PM's scope of practice in obtaining and using information from monitoring devices, e.g., pulse oximetry, quantitative waveform capnography, and noninvasive BP monitoring, and performing psychomotor skills relative to airway, oxygenation, medication administration contained in the national scope of practice model, those adopted by IDPH, and as specified in the Lab Manual.
10. characterize the professional behaviors stated in the program affective objectives.

METHODS OF EVALUATION

- Formative evaluation of student performance in all domains of learning
 - Cognitive objectives: quizzes; modular written examination
 - Psychomotor objectives: Precepted labs; practical exams
 - Affective objectives: Observation against criterion based rubric
- Student evaluation of program and faculty

COURSE GRADING POLICIES: All testing and grading policies are specified in the NCH Student Manual.

ASSIGNMENTS

- Daily: assigned text, handout readings
- Homework questions should be completed as independent that transitions to collaborative study. Squad homework officers will inspect completed questions every morning and note any incomplete work.
- Individual or group projects/assignments/presentations are defined in the class schedule.

ATTENDANCE POLICY

Because of the critical nature of the content and full time schedule of the course, students are expected to attend every class, lab and exam on the days and times they are offered. If a student misses three full days of class or is tardy three or more times, they will be subject to disciplinary action which may include dismissal from the program. Specific class attendance requirements are specified in the NCH Student Manual.

MAKE UP EXAMS/ASSIGNMENTS: Specific information relative to missed or late exams, quizzes or assignments is contained in the NCH Student Manual.

STUDENT BEHAVIOR: Information relative to civil, courteous and professional behaviors including, but not limited to, integrity, honesty, empathy, self-motivation, appearance and personal hygiene, self-confidence, communication, time management, teamwork, diplomacy, attitude, respect, patient advocacy, and use of electronic and social media, is specified in the NCH Student Manual at www.nwcemss.org and Harper College Student Handbook at <https://myharper.harpercollege.edu/pls/portal/url/ITEM/937272F78B81316DE0402E0A0A2A3059>.

Information relative to guided study, corrective coaching, disciplinary procedures, and student resources is also included in the NCH Student Manual.

TEXTBOOK: Aehlert, B. (2010). Paramedic Practice Today Above and Beyond. Volumes 1 & 2. St. Louis: Mosby JEMS Elsevier.

EQUAL OPPORTUNITY: The Paramedic Program does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability, or unfavorable discharge from military service as long as the candidate meets statutory requirements of licensure as a paramedic and is able to perform all the essential functions of the paramedic profession during the course with or without reasonable accommodation.

STUDENTS WITH DISABILITIES and Academic Accommodations: If you have a disability (learning, ADHD, physical, psychological or other) and may require any accommodation during this course, please contact the Course Coordinator at the *beginning* of the course to discuss. Students with disabilities must contact Access and Disability Services (ADS) to discuss approval of reasonable accommodations. Any student already connected with ADS should provide the Course Coordinator a copy of your approved Accommodation Plan if you would like to use any accommodations during the course. Access and Disability Services is located in Building D, D119; on the Harper College campus; 847.925.6266 (voice) or 224.836.5048 (videophone for deaf and hard of hearing callers only).

STUDENT E-MAIL NOTIFICATIONS: All notifications related to student registration or other Harper College business activities are sent to students via G-mail account that is assigned to students upon registration. Students access the G-mail account via an icon in the student portal (where you registered for classes). Please check this e-mail frequently. To forward e-mails from this account to a personal e-mail account please follow the instructions for forwarding Harper e-mail available to <http://harper.blackboard.com/>. Students must provide the NWC EMSS office with an e-mail address to be used for all direct correspondence relative to class academic and clinical activities.