

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

EMS	213	PARAMEDIC TRAUMA/SPECIAL POPULATIONS/ EMS OPs	(6-1)	6
Course Prefix	Course Number	Course Title	(Lec-Lab)	Semester Hours

Connie J. Mattera, MS, RN, PM | Program Director  
Michael Gentile, BA, PM | Lead Instructor  
Vasilios (Bill) Toliopoulos, BSN, PHRN | Lab & Clinical Coordinator

**Host facility:** Northwest Community Hospital (NCH) | 800 W. Central Rd.; Arlington Heights, IL 60005  
Program/EMS Offices: 901 Kirchoff Behavioral Health Center (maps provided)

**Class location:** NCH Learning Center or auditorium | Virtual contingency for illness (Zoom)

**Program/faculty contact information:**

**Phone:** (847) 618-4482 (Pam Ross, Secretary) | #4490 (Mr. Gentile) | #4486 (Mr. Toliopoulos)

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**Office hours:** M-F 0800-1630

**Class dates:** Inter-semester hours- clinical prep: Dec. 1-14, 2023 | January 15 – February 2, 2024  
(See Academic Calendar for specific dates, topics, assignments, activities, and times)

**Prerequisite:** EMS 211 with a grade of C or better and EMS 217 with a passing grade (P)

**Co-requisite:** EMS 218: Hospital clinical rotations

### COURSE DESCRIPTION

The Program operates within a collaborative agreement between Harper College and NCH and is accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP #600790); The Higher Learning Commission of the North Central Association of Colleges and Secondary Schools; and is approved by the Illinois Dept. of Public Health Division of EMS & Highway Safety. Consistently excellent outcomes affirm the Program's effectiveness, adaptability and sustainability.

EMS 213 strategically covers a wide range of trauma emergencies, special patient populations, emergency preparedness principles, and ambulance operations. Content is aligned with industry standards and requirements as contained in the Illinois EMS Systems Act and Administrative Rules, IDPH Office of Preparedness and Response resources and requirements; CoAEMSP guidelines, the 2021 National EMS Education Standards, the National EMS Scope of Practice Model, the National Incident Management System (NIMS), and recommendations from The Federal Emergency Management Agency (FEMA). This course must be passed to continue in the Program.

### TOPICAL OUTLINE

- I. Kinematics and the forces producing injury; hypovolemic shock
- II. **Single and multiple systems trauma** assessment, resuscitation, general management and transport decisions with considerations for trauma in pregnant, pediatric, elderly, and cognitively impaired patients.
- III. **Patients with special challenges:** Abuse, neglect, maltreatment, and interpersonal violence in all persons; poverty, homelessness, food insecurity and other social determinants that affect health and quality-of-life; bariatric, and neuro divergent patients with developmental, vision, hearing, sensory, motor, or speech deficits, autism spectrum disorders; cancer, cerebral palsy, chronic neuro or muscular debilitating conditions, previous brain injury, terminal illness; and chronic care and/or assistive technology (vagal nerve stimulators, ventilators, CSF diversion devices or shunts; central vascular access devices, gastric tubes; tracheostomy/ laryngectomy care; homecare; and orthotics/prosthetics).
- IV. **Emergency preparedness** to mitigate, respond to, and recover from, all hazards and multiple pt incidents
- V. Principles of safely operating a ground ambulance

### METHODS OF PRESENTATION

- Students engage in meaningful outcome-focused education to stimulate self-reflection, higher order thinking, the ability to problem solve, and apply instructional theory into practice. The Program employs multimodal teaching and learning strategies such as interactive lecture; blocked practice and interleaving; discussions that lead to nonlinear flow adapted to participant responses; Socratic questioning, Q&A sessions; mind (concept) maps; case studies; scholarly writing; reflective journalizing; debates; reading for meaning; simulations, scenarios, role playing; problem and project-based learning; and gaming.
- **Project:** Infectious Disease written and oral presentation per written specifications and directions
- **Guided practice:** Strategies used in a precepted lab to gain clinical competency

- **Independent practice:** Out of class study; completing homework/assignments; and MyLab Brady if necessary
- **Collaborative practice:** Squad discussions/group assignments
- Educational methods are enhanced by the use of AV aids, electronic media, white board activities, polling questions, student handouts, and published literature.

## **STUDENT OUTCOMES:**

The Program strives to develop students on an intellectual, clinical, professional, and personal basis and provides a platform to integrate knowledge, skills, and attitudes (KSAs) by:

- Developing factual, conceptual, procedural, and metacognitive knowledge to enhance comprehension;
- Boosting engagement, encouraging accountability and ownership, generating connection and team interdependency/collaboration through independent and group problem solving;
- Equipping and supporting students to cope effectively with change, challenge, ambiguity, unfair or unmet expectations, fatigue, anxiety, stress, lack of community, social isolation, exposure to traumatic events, and loss
- Developing a structure for principled reasoning, moral judgment, ethical behavior, and building learners' personalized value systems and their capacity to effectively and compassionately care for self and others.

The Program promotes, develops, and affirms multiple competencies for safe practice so clinicians well serve the needs of a diverse population. Educational outcomes meet national, state, and local standards and are congruent with the expectations of consumers and providers.

### **Desired Outcomes**

- Lifelong reflective and self-directed learners
- Creative persons who embrace innovation
- Competent clinicians who pursue excellence without compromise
- Empathetic and compassionate clinicians who act with kindness, earn trust, and respect everyone
- Productive citizens that provide safe, seamless, personal, and evidence-based EMS care for every person
- Effective communicators who build relationships, community, shared purpose, and appropriate social interactions
- Clinicians that practice and promote multiple facets of wellness: Emotional, physical, intellectual, occupational, spiritual, and social.
- Active investigators/effective problem solvers
- Complex thinkers with intellectual flexibility

**Proximal outcomes:** Academic and growth mindset, holistic wellness is prioritized

**Intermediate outcomes:** Academic perseverance; effective learning strategies and behaviors, healthy choices

**Long-term outcomes:** Academic achievement, career readiness/life-long success; holistic wellness & health equity

**Objectives:** Upon completion of this course, the student will perform each of these to an entry level of competence:

1. Demonstrate complex depth and comprehensive breadth of the etiology, pathophysiology, assessment and management of patients with trauma to include psychosocial aspects of age-related assessment and treatment modifications at the depth and breadth specified in the 2021 National EMS Education Standards:
2. Integrate assessment findings with principles of epidemiology and pathophysiology and psychosocial needs to formulate an EMS impression and implement an appropriate treatment plan for an acutely injured patient.
3. Integrate assessment findings with principles of pathophysiology and psychosocial needs to formulate an EMS impression and implement an appropriate treatment plan for patients with special challenges.
4. Demonstrate complex depth and comprehensive breadth of understanding relative to the risks, roles, and responsibilities to ensure patient, public, and personnel safety when participating in an emergency response; operating at a natural or man-made disaster; integrating with an aeromedical service; accessing pts from entrapment; and responding to incidents with hazardous materials, and/or use of deadly force weapons.
5. Demonstrate competence in assessing and performing interventions for patients with trauma and for those with special challenges including (but not limited to) readings for noxious gasses, radiation, and/or hazardous materials; external hemorrhage control; decontamination procedures; using autoinjectors for cholinergic poisonings; primary and secondary triage and use of the state-approved triage tag; applications of splints and bandages; spine motion restriction; eye irrigation and burn wound care; troubleshooting a tracheostomy or stoma with obstruction or tube dislodgement; transporting a patient with an NG/OG or gastric tube; central line; CSF shunt; or indwelling urinary catheter in conformity with National EMS Scope of Practice models, those adopted by IDPH, and as specified in the Program Procedure Manual.
6. Explain the legal, ethical, and operational principles of safe ambulance operation.
7. Evaluate the effectiveness of interventions and modifies the treatment plan accordingly and evaluate their decision making strategies for cognitive errors to enhance future critical thinking skills (metacognition).
8. Is a role model of exemplary professional behaviors including but not limited to: Integrity, kindness/empathy/compassion; self-motivation; appearance/personal hygiene; self-confidence; communications; time management; teamwork/diplomacy; respect; patient advocacy; careful delivery of service; cultural humility; and lifelong learning; practices and promotes holistic wellness and health equity principles.

**STRUCTIONAL and TECHNOLOGICAL INFORMATION****TEXTBOOK**

Because detailed class handouts are provided that include critical content, objectives, literature citations, and homework questions, **access to the textbooks is strongly recommended, but OPTIONAL:** Bledsoe, B.E. et al. (2023). Paramedic Care Principles and Practice (6<sup>th</sup> edition) Volumes 1 & 2. Boston: Pearson/ Brady.

Subscription to MyLab™ BRADY may be required for Academic Guided Study. (See the NCH Paramedic Student Handbook for ordering information)

**Additional MATERIALS required**

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- Computer and internet access: Papers/projects/homework are typed and electronically submitted. Virtual class attendance: Hardware, software, and internet connectivity requirements are specified in the NCH PM Student Handbook.
- Most class handouts are distributed electronically and students need access to a printer if they wish paper copies. Handwritten notes facilitate learning better than typing notes into a computer.
- Portable electronic device (cell phone) that allows for internet accessibility and participation in C3 SoftWorks gaming
- Access to a scanner or cell phone with higher pixel camera for clear resolution to scan or image their completed lab skill sheets and hospital clinical evaluation forms.
- Platinum Planner software (license required) for logging all patient contacts and skill revolutions to build the student Portfolio. See the NCH Paramedic Student Handbook and e-mail messaging for details.
- Multiple large (4-6 inch) three-ring binders are needed to organize and store Student Portfolio documents.
- Non-permanent dry erase marker and eraser for daily use in class white board activities.
- A stethoscope meeting program specifications is required for labs and clinical rotations.
- Students must wear their EMS employer's duty uniform to class and all clinical rotations or purchase the Program uniform shirt (directions for purchase are provided) and wear an Endeavor Health photo ID per program policy.

**COURSE ASSIGNMENTS**

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- The schedule of readings, assignments, labs, quizzes, and exams is found in the Academic Calendar.
- Handouts are provided for each topic in lieu of textbooks and are considered mandatory reading.
- Homework questions are to be completed as independent study. Students are encouraged to discuss their homework answers and collaborate with squad members before each class starts to ensure correct answers are fully understood. All homework assignments must be electronically submitted on their due date and time. An EMS instructor will inspect completed questions, note any incomplete or incorrect work, and provide feedback.
- Additional work may be assigned if on guided study and tracked for 100% completeness in MyLab™ BRADY.

**METHODS OF ASSESSMENT and EVALUATION**

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- Formative and summative assessments of student performance are conducted for all domains of learning
  - Cognitive objectives: White board activities, Q&A, gaming, polling questions, weekly quizzes, and modular cognitive (written) and ECG rhythm strip identification exams
  - Psychomotor objectives: Precepted labs; modular practical exam
  - Affective objectives: Observation of student behaviors against a criterion based rubric provided to students
- Students evaluate faculty and lab preceptors

**COURSE GRADING POLICIES (success metrics):** Information relative to grading and retest policies, individualized education plans for guided study and remediation are contained in the NCH PM Student Handbook.

**MAKE UP EXAMS/ASSIGNMENTS:** Information relative to missed or late exams, quizzes or assignments is contained in the NCH PM Student Handbook.

**COURSE CULTURE****ATTENDANCE POLICY**

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Due to the critical nature of course sequencing, scaffolding, and a time-sensitive schedule, students are expected to attend every class, lab, quiz, and exam at NCH on the days, times, and location they are offered. No offsite testing is approved unless a governmental emergency declaration sends us to fully virtual instruction. If a student must miss class due to an excused emergency absence, they may attend concurrently via Zoom if able, or an individualized makeup plan will be implemented with specified due dates. If a student completely misses three or more full days of class, has unexcused absences, is tardy three or more times, or fails to complete makeup assignments as outlined, they will be subject to a corrective action plan which may include separation from the program. Class attendance and reporting requirements are defined in the NCH PM Student Handbook.

**STUDENT BEHAVIORS | Academic dishonesty | Corrective COACHING | Disciplinary actions**

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The PM program is conducted within a Just Culture and Culture of Safety. Information relative to the code of student conduct, expected and prohibited behaviors, corrective coaching, due process, disciplinary procedures, and student resources is specified in the NCH PM Student Handbook posted at [www.nwcemss.org](http://www.nwcemss.org) and Harper College Student Handbook posted at <https://www.harpercollege.edu/catalog/handbook/Fall-2023-Handbook-Final.pdf>.

**EQUAL OPPORTUNITY**

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NCH and Harper College consider students on the basis of individual merit. We do not discriminate on the basis of race, color, religion, sex, gender identity, sexual orientation, national or ethnic origin, age, marital status, protected veteran status, or other protected classes under the law (including Title IX of the Education Amendments Act of 1972 published under the United States Code at 20 U.S.C. §1681-§1688) as long as the individual is otherwise qualified and is able to competently perform all the essential elements of a PM's scope of practice and job functions and meets eligibility requirements for PM licensure.

**STUDENTS WITH DISABILITIES seeking Academic Accommodations**

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The Program believes that otherwise qualified students\* should receive a fair and unbiased opportunity to participate in class and demonstrate their knowledge, skills, and abilities related to EMS in compliance with the Americans with Disabilities Act (ADA) and consistent with our mission, program standards, and duty to safeguard the public.

The Paramedic Certificate Program is a **LIMITED ENROLLMENT** course of study due to the special nature of EMS work and **very limited accommodations are available to PM students** as they **must fully demonstrate the ability to perform competently in class and during all assessments and examinations meeting the essential EMS Clinician job functions listed in the NCH PM Student Handbook in the same manner as they would be expected to perform on duty in a hospital and/or at an EMS agency.**

\*Only students with a diagnosed disability under the ADA (learning, ADHD, physical, psychological or other) who are otherwise qualified and able to competently perform all the essential functions of the paramedic profession and meet the eligibility requirements for PM licensure are eligible for accommodations.

**Instructions for requesting accommodations in the Paramedic Certificate Program Courses** are included in the NCH PM Student Handbook.

The PM Certificate Program provides all instruction and administers all assessments and examinations in English only as we must ensure that graduates are able to function competently and communicate effectively as a PM within the general communities that we serve. We are unable to provide education in a student's primary language if an English language learner or for those with limited English proficiency.

Any student already connected with the Harper College Access and Disability Services (ADS) and seeking an accommodation in the Paramedic Certificate Program shall provide the Course Program Director with a copy of their approved Accommodation Plan for their general college enrollment. These accommodations may or may not be considered reasonable for the NCH PM Certificate Program.

Requested accommodations must not fundamentally alter the program's course of instruction or standards, or the ability to assess the student's ability to rapidly and competently perform the essential job functions of a paramedic.

Each disability is unique to the individual, and all Program decisions regarding reasonable accommodations are evaluated on a case-by-case basis. The **Paramedic Program Director and Medical Director** will review each request and determine if an accommodation is appropriate and reasonable during the PM Certificate Program based on the general guidelines in the NCH PM Student Handbook. Students will be informed regarding the requested accommodations that will and will not be granted.

Access and Disability Services is located in Building D, D119; on the Harper College campus; 847.925.6266.

**STUDENT E-MAIL NOTIFICATIONS**

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**All notifications related to student registration or other Harper College business activities** are sent to students via a G-mail account that is assigned to them by Harper College upon registration. Students access the G-mail account via an icon in the student portal.

**Please check this e-mail frequently for College correspondence.** 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 NCH EMS office with an e-mail address to be used for all correspondence relative to class academic and clinical activities by NCH Paramedic Program faculty and staff.**