

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

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|---------------|---------------|--|-----------|--------------|
| EMS | 215 | PARAMEDIC: FIELD INTERNSHIP | (0 / 20) | 4 |
| Course Prefix | Course Number | Course Title | (Lec-Lab) | Credit Hours |
| | | Connie J. Mattera, MS, RN, PM Program Director Michael Gentile, BA, PM Lead Instructor Vasilios (Bill) Toliopoulos, BSN, PHRN Lab & Clinical Coordinator | | |
| | | Endeavor Health Northwest Community Hospital (NCH) 800 W. Central Rd.; Arlington Heights, IL 60005 Program/EMS Offices: 901 Kirchoff Behavioral Health Center (maps provided) | | |
| | | Field internship locations: EMS agencies within the Northwest Community EMS System | | |
| | | Program/faculty contact information: | | |
| | | Phone: (847) 618-4482 (Pam Ross, Secretary) #4490 (Mr. Gentile) #4486 (Mr. Toliopoulos) | | |
| | | e-mail: cmattera@nch.org pross@nch.org mgentile@nch.org vtoliopoulos@nch.org | | |
| | | Office hours: M-F 0800-1630 | | |
| | | Dates: March 2 - May 17, 2024 and until all objectives and patient care contacts are achieved; May extend to no later than June 12, 2024 if an extension is granted | | |
| | | Location of classes: EMS agencies within the Northwest Community EMS System | | |
| | | Dates and times variable depending on preceptor schedules and agency policies | | |

COURSE DESCRIPTION

This course integrates the theoretical concepts and practical skills acquired during EMS 210, 211, 212, 213, 217, and 218 and requires students to use higher order thinking skills and critical reasoning to safely care for patients in the out of hospital environment under the direct supervision of an approved preceptor. The internship is divided into two phases of ascending mastery and accountability with each having a minimum number of patient care contacts and competencies to complete. A full description is contained in the NCH Paramedic Program Student Handbook and on the internship forms. (NOTE: This course has an additional fee of \$1,500 to cover the cost of preceptor supervision.)

Prerequisites for release to Field Internship:

- Successful completion of EMS 213
- Hospital clinical rotations (EMS 218) complete and approved unless extension granted by B Toliopoulos
- All Platinum entries for labs and EMS 218 entered by student and approved by B. Toliopoulos
- Eligible preceptor(s) identified by agency, approved by hospital educator, & paperwork submitted to M. Gentile
- Agency agreement to host students signed by authorized administrator and submitted to C. Mattera
- Hold harmless statement signed by student and forwarded to agency

TOPICAL OUTLINE

Students shall complete a minimum of the following:

- I. Orientation to the internship
- II. Phase 1; **Team member** with an emphasis on enhancing assessment and intervention skills
- III. Phase 2: **"Capstone" experience**: End-of-program field internship where students do work that gets assessed against the summative course outcomes. They must demonstrate competency as a **team leader**.
- IV. Mandatory patient care contacts and skill revolutions in the student competency matrix

METHODS of PRESENTATION

- Students are awarded temporary ALS privileges and perform under the direct supervision of an approved preceptor until all objectives are achieved, extension limits are met, and/or they are released from the program.
- Each internship phase has specific objectives, outcomes, and forms on which to document the learning experience. A complete description is found in the NCH Paramedic Student Handbook.
- Students use independent inquiry to research pathophysiology and drug profiles for patient contacts.

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 EMS 215, the student will consistently demonstrate entry-level proficiency for each of these without critical error:

1. Conceptual; technical; contextual; integrative; and adaptive competencies in the cognitive, psychomotor, and affective domains as defined in the Phase One, Phase Two and Summative capstone evaluation instruments.
2. Scene size up and demonstrating effective situational awareness.
3. Appropriately gaining patient access using a variety of tools and techniques.
4. Performing assessments using appropriate technique, sequence and timing; recognizing alterations from health, setting appropriate care priorities and integrating with other agencies and practitioners.
5. Effective verbal, non-verbal, and written communication skills.
6. Establishing rapport with patients and significant others to meet emotional as well as physical needs.
7. Providing care on a continuum from basic through advanced life support within guidelines prescribed by the EMS MD.
8. Using quantitative and scientific reasoning to think critically and solve problems effectively.
9. Technological literacy to thoroughly and accurately document an electronic patient care report using ImageTrend software per System policy.
10. Maintaining ambulance inventories in a constant state of readiness per policy.
11. Characterizing professional behaviors through actions, speech, communication and interactions with instructors, preceptors, peers, patients, public safety personnel, and members of the public.
12. Commitment to mindfulness, healthy choices and self-care.

METHODS OF EVALUATION

1. Formative and summative assessments conducted by the Field Preceptors using forms prepared by the Program to measure and rate student achievement of cognitive, psychomotor and affective objectives. These are discussed with the student, Preceptor and EMS Coordinator/educator (EMSC) during Phase meetings.
2. The program uses a computer-based tracking system (FISDAP) that logs achievement of the program-defined minimum numbers of encounters/competencies required for each of the defined exposure groups and patient ages (pediatric subgroups include newborn, infant, toddler, preschooler, school-age, and adolescent), pathologies, complaints, and interventions.
3. The program evaluates at least annually that the established minimums are adequate to achieve competency and those numbers are reviewed and approved by the Advisory Committee. Terminal competency is validated by key program personnel including the Program Medical Director.
4. **Student evaluations of preceptors** and internship process
5. **Employer evaluations** of student readiness to work completed six months after graduation

TIME REQUIREMENTS: Varies from student to student as each phase is competency rather than time-based. Students may complete Phase 1 as quickly as the objectives are achieved.

They are required to ride a minimum of 300 hours in the Field Capstone, but may extend to over 700 hours as there are multiple shift days available within the internship time. Eight additional hours are allowed for phase or coaching meetings. Internship time may be extended a maximum of 30 days after the scheduled end of EMS 215 based on limited patient contact opportunities and slow but steady student progress. It will not be extended due to irresponsible student behavior or lack of progress in meeting an individualized education action plan. Specific internship attendance requirements and consequences of failing to meet those requirements are specified in the NCH Paramedic Student Handbook.

GRADING: Students receive a pass/fail grade for this course based on achievement of the objectives.

COMPLETION OPTIONS: To successfully pass EMS 215, students must demonstrate *entry-level* mastery of EMS knowledge, skills, and behaviors as measured by objectives in the Field Internship plan. A summative evaluation is conducted with the student, their primary Field Preceptor, PEMSC and hospital EMSC/educator when all objectives have been achieved. They may select from two options at the end of the first 300 hours of the Capstone:

1. **Objectives fully achieved:** Graduate; recommend for terminal certifying exam and licensure without restriction.
2. **Objectives insufficiently or not achieved:** The student is given an incomplete at the end of the scheduled Field Internship. If this option is selected, the hospital EMSC (HEMSC)/educator must document the cause in detail and an Education Action Plan (EAP) must be established between the student, the host agency, primary preceptor, and HEMSC/E assigned to the student. A copy shall be forwarded to the Course LI for the student's file. If the host agency agrees to an extension, the student may continue in EMS 215 with an incomplete for a maximum of one month after the conclusion of the Harper spring semester unless alternative provisions are made.

If licensure cannot be recommended at the end of the extension, the HEMSC/E facilitating the field experience must specify and document the student's ongoing inability to achieve the objectives and the host EMS agency PEMSC and chief/administrator must be consulted regarding the determination. The EMS MD and Program Director must be informed about the final assessment and agree with the findings. A copy of the final report shall be forwarded to the Course LI for the student's file. The student will be given an F for EMS 215 and may attempt to re-enroll the next time EMS 215 is offered.

ATTENDANCE POLICY: Students are to be present, duty ready, and have reported to the shift commander/preceptor at least 15 minutes prior to the start of each shift. At a minimum, students are expected to ride an entire day and evening shift based on times set by the EMS agency on days that coincide with their preceptor's work schedule. Optimally, this includes a 24 hour shift every three days. Students shall not leave in the middle of a shift except for illness or an emergency, and their early departure must be approved **in advance** by the Course Clinical Coordinator. No more than one third of the total field experience hours may be completed from 11 pm to 7 am.

STUDENT BEHAVIORS | Academic dishonesty | Corrective COACHING | Disciplinary actions

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 and Harper College Student Handbook posted at <https://www.harpercollege.edu/catalog/handbook/Fall-2023-Handbook-Final.pdf>.

EQUAL OPPORTUNITY

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

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

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.