

**WILLIAM RAINEY HARPER COLLEGE
HEALTH CAREERS DIVISION**

**NORTHWEST COMMUNITY HEALTHCARE PARAMEDIC PROGRAM
COURSE SYLLABUS**

EMS Course Prefix	211 Course Number	PARAMEDIC MEDICAL EMERGENCIES I	(5-1) (Lec-Lab)	5 Semester Hours
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Dates of class: October 13, 2025 – December 12, 2025 (see academic calendar)

Location all F2F classes, labs, & exams: NCH Learning Center/auditorium | Virtual contingency (Zoom)

Prerequisite: EMS 210 with a grade of C or better

Co-requisite: EMS 217: Hospital clinical rotations

COURSE DESCRIPTION

Students explore an in-depth study of acute and chronic disorders of the pulmonary and cardiovascular systems including ECG acquisition and interpretation and the EMS interventions indicated during cardiac and respiratory emergencies. In addition to usual performance standards, students must correctly interpret and intervene for lethal dysrhythmias without critical error. This course must be passed to continue in the program. Content and objectives are mapped to the current National EMS Education Standards and National EMS Scope of Practice Model.

TOPICAL OUTLINE

- Pulmonary A&P, epidemiology, pathophysiology, psychosocial impact, clinical presentations, prognosis, and management of acute and chronic pulmonary conditions including, but not limited to, hyperventilation syndrome, spontaneous pneumothorax, non-cardiogenic pulmonary edema, pulmonary emboli, pneumonia, upper and lower respiratory infections, lung cancer, asthma, and obstructive/restrictive pulmonary diseases
- Cardiac A&P, general etiologies of shock, epidemiology, pathophysiology, psychosocial impact, clinical presentations, prognosis, and management of CV disorders including, but not limited to, acute coronary syndromes, heart failure, cardiogenic pulmonary edema, non-traumatic cardiac tamponade, hypertensive emergencies, cardiogenic shock, vascular disorders, abdominal aortic aneurysm, arterial occlusion, venous thrombosis, aortic aneurysm/dissection, thromboembolism, cardiac rhythm disturbances, infectious diseases of the heart and congenital abnormalities.

METHODS OF PRESENTATION

- Students are engaged in meaningful education strategies that stimulate self-reflection, higher order thinking, the ability to problem solve, and apply instructional theory into practice. The program employs many teaching methods: interactive lecture, instructor and student-led discussions, Socratic questioning, mind maps, case studies, scholarly writing, reflective journalizing, debates, reading for meaning, simulations, scenarios, role playing, problem and project-based learning, games, and independent, collaborative, and guided study.
- Guided practice: Demonstrations and return demonstrations in precepted lab and clinical environments
- Independent practice: Completing assigned readings, homework, and projects
- Educational methods are enhanced by the use of AV aids, electronic media, white boards, flip charts, 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

The PM Program promotes autonomy and independence; builds community and shared purpose; and teaches 21st century skills: Critical thinking, communication, collaboration, creativity, and innovation

Proximal outcomes: Academic and growth mindset, social-emotional skills and competencies

Intermediate outcomes: Academic perseverance; effective learning strategies and academic behaviors

Long-term outcomes: Academic achievement, career readiness, and career and life-long success

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

1. Explain the anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, clinical presentations, prognosis, and management of acute and chronic pulmonary conditions at a complex depth and comprehensive breadth without critical error.
2. Explain the anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, clinical presentations, prognosis, and management of acute and chronic cardiovascular disorders at a level of complex depth and comprehensive breadth without critical error.
3. Demonstrate psychomotor mastery at the precision level in obtaining and using information from patient monitoring devices including, but not limited to: ECG rhythm and 12 L ECG acquisition, interpretation and transmission; transcutaneous pacing; synchronized cardioversion; defibrillation; monitoring of ventricular assist devices; implantable cardioverter defibrillators; evidence-based cardiac arrest management; and skills relative to respiratory and cardiac care contained in the national EMS Scope of Practice Model, those adopted by IDPH, and as specified in the Program Procedure Manual without critical error.
4. Characterize the professional behaviors stated in the program affective objectives.

INSTRUCTIONAL and TECHNOLOGICAL INFORMATION

TEXTBOOK

The program provides detailed class handouts that include course objectives, content, and links. Handouts are emailed as Word or PDF documents prior to class. Students are expected to access the handout during class using their personal electronic device. Because required materials are provided by the program, textbooks and online remediation resources are OPTIONAL, but may be required on a case-by-case basis for those with demonstrated ongoing learning needs.

TEXT: Sanders' Paramedic Textbook (6th edition); Sanders, M.J., McKenna, K. (2024) Jones & Bartlett Learning, ISBN: 9781284277494

Online resources: <https://limmereducation.com/paramedic/>

Additional MATERIALS

- Most handouts are distributed electronically. Students need access to a printer to make paper copies if desired.
- Bring a portable electronic device to class that allows access to outlines, data entry, and internet accessibility.
- Homework, papers, and projects must be typed and electronically submitted.
- Students must scan or image their lab skill sheets and hospital clinical evaluation forms, and need access to a scanner or cell phone with higher pixel camera for clear resolution.
- Virtual class attendance: Hardware, software, and internet connectivity requirements as specified in the NCH PM Student Handbook.
- Multiple large (4-6 inch) three-ring binders to organize and store Student Portfolio documents.
- Bring a non-permanent dry erase marker and eraser for daily use in class white board activities.

- Students must have a personal stethoscope for labs and clinical assignments meeting program specifications
- Students must wear their EMS employer's duty uniform to class and clinical rotations or purchase the Program-specific uniform shirt (directions for purchase are provided) and wear an NCH photo ID per program policy
- Students must open a Platinum Planner license for logging all patient contacts and skill revolutions to build their student Portfolio. See the NCH Paramedic Student Handbook and e-mail messaging for details.

COURSE ASSIGNMENTS

- The schedule of reading assignments, labs, quizzes, exams and projects is found in the Academic Calendar.
- Handouts, SOPs, policies and procedures are mandatory reading assignments. Preparation is essential to building a foundation upon which to scaffold new learning. Provided resources are to be used by the student to complete daily homework. Blueprints are provided to help them prepare for quizzes and examinations.
- **Homework:** Students are expected to complete an online learning module, *via C3 Softworks (BravoZone)*, for each class topic presented in the academic calendar.
 - A link to access the module homework is emailed at the end of each class day. Students must achieve a score of 100% for each assignment to be considered COMPLETE.
 - If initial attempts do not score of 100%, they must re-attempt the assignment until they achieve 100%.
 - The software will time stamp, date and grade each assignment.
 - Assignments are due before the start of the next class day (8:45am). The Lead instructor will run reports daily to ensure completion. Incomplete work or non-conformity with program policies will trigger an investigation that may result in disciplinary action, including dismissal from the program.

METHODS OF ASSESSMENT and EVALUATION

- Formative and summative assessments of student performance are conducted for all domains of learning
 - Cognitive objectives: White board questions, weekly quizzes, modular and final written exams
 - Psychomotor objectives: Precepted labs; experiential learning assignments in hospital and EMS field environments, and modular and final practical exams
 - Affective objectives: Observation of student behaviors against a criterion-based rubric provided to students
- Students evaluate program, faculty and preceptors

COURSE GRADING POLICIES: Information relative to grading and retest policies, individualized performance improvement 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

Because of the critical nature of sequenced course content and a time-sensitive schedule, students are expected to attend every class, lab, quiz, exam and clinical rotation on the days, times, and locations they are offered and/or assigned. Each is listed in the academic calendar or provided to the student in writing. 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 emergency excused absence, they may attend concurrently via Zoom. If unable to participate virtually, an individualized makeup plan will be implemented that the student must complete by the specified date. If a student completely misses three or more full class or clinical days, has unexcused absences, is tardy three or more times, or fails to complete makeup and/or remediation assignments by due dates, they will be subject to a corrective action plan which may include separation from the program. Class attendance and reporting requirements for anticipated absences or late arrivals are specified in the NCH PM Student Handbook.

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, ways to report nonconforming behaviors, corrective coaching, due process, disciplinary procedures, and student resources is specified in the NCH PM Student Handbook provided to each student and posted at www.nwcemss.org and the Harper College Student Handbook for 2024-2025 posted at: <file:///G:/Harper%20College/Harper%20Student%20Handbook%202024-25/2024-harper-college-student-handbook.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 PM Program believes that all 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 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 paramedic 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 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. However, we do provide a listing of resources that students may obtain to assist with English language learning and/or translation.

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 the 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.