

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

EMS	215	PARAMEDIC: FIELD INTERNSHIP	(0 / 20)	4
Course Prefix	Course Number	Course Title	(Lec-Lab)	Credit Hours

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Dates: Feb 28 - May 15, 2026 and until all objectives and patient care contacts are achieved;
May extend to no later than June 12, 2026 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
- All hospital clinical rotations (EMS 217 & 218) done unless exception granted; paperwork approved by B Brichetto
- *All Platinum entries for labs and EMS 217 and 218 entered by student and approved by B. Brichetto
- 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 K.Chesney
- 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 specified within 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 boundaries are met, and/or the student is 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 Paramedic program strives to develop students on an intellectual and personal basis. Quality EMS education impacts knowledge, skills, and attitudes (KSAs) by developing a positive self-image, encouraging accountability and team interdependency, increasing the ability to cope effectively with change and ambiguity, and developing a structure for principled reasoning, moral judgment, and ethical behavior.

EMS Outcomes-based Education leads to:

- Lifelong learners
- Knowledgeable persons with deep understanding
- Complex thinkers with intellectual flexibility
- Reflective and self-directed learners
- Active investigators
- Effective communicators
- Creative persons

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 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-ager, 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 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 regularly scheduled Field Internship. If this option is selected, the hospital EMSC (HEMSC)/educator must specify and document the cause in detail and an Education Action Plan (EAP) must be established between the student, the host agency, primary preceptor, and HEMSC/Educator 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 of time, 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/educator 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

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 Paramedic Program Student Handbook 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 Paramedic Student Handbook.

INSTRUCTIONAL MATERIALS: Northwest Community EMS System Standards of Practice: Standard Operating Procedures (SOPs), Policy Manual, Procedure Manual, and Drug and Supply List; NCH Paramedic Program Field Internship paperwork.

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 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 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 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 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.