

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

EMS	217	PARAMEDIC: HOSPITAL INTERNSHIP	(0-15)	2
Course Prefix	Course Number	Course Title	(Lec-Lab)	Semester Hours

Kourtney Chesney, BSN, RN, PM | Program Director
Michael Gentile, BA, PM | Lead Instructor
Britney Brichetto, BSN, RN, PM | 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)

Program/faculty contact information:

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Office hours: M-F 0800-1630

Dates: September 26, 2025 – December 12, 2025

Location of clinical rotations: Healthcare facilities within the NWC EMS System

Prerequisites: Successful completion of health screening, immunization requirements, and background check; Platinum Planner license; N-95 fit testing; and competency measured for PPE use and universal precautions | Liability coverage provided by NCH | Healthcare insurance coverage provided by each student.

Co-requisites: EMS 210 and 211

COURSE DESCRIPTION

The Program operates within a collaborative agreement between Harper College and NCH. The Paramedic Program 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 Emergency Medical Services Professions (CoAEMSP #600790); The Higher Learning Commission of the North Central Association of Colleges and Secondary Schools (NCA); and is approved by the Illinois Dept. of Public Health (DPH) Division of EMS & Highway Safety. Consistently excellent outcomes affirm the Program's effectiveness, adaptability and sustainability.

The IDPH Division of EMS requires each paramedic student to complete a minimum of 200 clinical hours in hospitals and alternate care facilities. The total hospital clinical hours are divided between EMS 2017 (fall semester) and EMS 218 (spring semester). Students must complete the number and nature of clinical shifts and patient care contacts as approved by the Program MD and endorsed by the Program Advisory Committee. The Program endeavors to provide each student with access to adequate numbers of patients, proportionally distributed by illness, injury, gender, age, and common problems encountered in the delivery of EMS care. Experiential learning allow students to apply classroom theory to actual practice in delivering safe, entry-level EMS care.

By the end of EMS 217 and EMS 218, students shall complete a minimum of the following:

Emergency Department.....	136-144 hours (17-18 shifts)
Labor and delivery (observe at least 1 vaginal birth)	24 hours (3 shifts)
Operating room (at least 5 live intubations).....	8-16 hours (1-2 shifts)
Pediatric	16 hours (2 shifts)
Psych/Behavioral Health Unit.....	8 hours (1 shift)
Total:	200 hours (25 shifts)

Minimum hours may be extended based on limited patient care contacts and/or ongoing student learning needs.

METHODS OF PRESENTATION

- The program sequences from cognitive theory presented in class to guided practice in labs to experiential learning caring for real patients in hospitals or alternate care facilities and the field. During hospital clinical rotations, students perform to the authorized scope of practice under the direct supervision of a unit-assigned qualified preceptor.
- Each unit has a clinical instruction plan that lists the student and preceptor objectives, authorized student scope of practice; expected outcomes, uniform/dress and behavior expectations, and a form on which to validate the learning experience. A complete description of Clinical policies is specified in the NCH Paramedic Student Handbook.
- Clinical shift days are integrated into the academic calendar by the Program. Clinical unit availability is determined by each hospital or clinical site. Students must be introduced to critical content and/or competencies in the skills required for that unit before a rotation may be completed there. Except for the operating room, clinical shifts are self-scheduled by students within a master calendar as directed and approved by the Clinical Coordinator. Students may not do more than a 40 hour work week between class and clinical assignments and must be willing to travel to all facilities and complete weekend and evening shifts as needed.

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. Complete unit-specific minimum shift hours and patient care contacts as listed in the NCH Paramedic Student Handbook and the Student Minimum Competency (SMC) Matrix.
2. Demonstrate entry-level competence in assessing patients and performing authorized interventions in conformity with Program standards.
3. Characterizes 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; and practices and promotes holistic wellness and health equity principles.

METHODS OF ASSESSMENT and EVALUATION

1. The Program monitors and documents a student's progress from novice to entry level competence by having them build a Portfolio of vital skills that each must master. The program tracks each student's portfolio throughout the formative and summative phases of education in the lab, clinical, and field internship settings. The completed portfolio provides a mass of evidence documenting a student's psychomotor competency.
2. A clinical preceptor who directly observed the student's performance verifies/rates the following on each Student Clinical Activity Performance Record: dates and times of reporting on and off duty; psychomotor competency for each skill performed; and professional attitudes and behaviors (affective objectives).
3. The Program uses a computer-based tracking system that incorporates the minimum numbers of encounters/competencies required for each of the defined patient groups, pathologies, and interventions.
4. Students evaluate clinical units and preceptors
5. The program evaluates at least annually that the established minimum patient contacts and skill revolutions are adequate to achieve entry level competence. All proposed changes to the Student Minimum Competency (SMC) Matrix are endorsed by the Program Advisory Committee and approved by the Medical Director
6. Terminal student competency is validated by preceptors, the Program Director, Lead Instructor, Clinical Coordinator, and the Program Medical Director.

COURSE GRADING POLICIES: Information relative to grading policies, individualized education plans for guided study and remediation are contained in the NCH PM Student Handbook. Students receive a pass/fail grade for this course based on achievement of the objectives. Clinical grades ARE NOT averaged into the cumulative GPA; however, students must successfully complete all requirements and enter patient contacts and skills performed into the electronic tracking software in a correct and timely manner to pass. Students must pass EMS 217 to continue into the spring semester.

INSTRUCTIONAL and TECHNOLOGICAL INFORMATION

INSTRUCTIONAL MATERIALS: Program Procedure Manual; Hospital Clinical Instruction Plans, Evaluation Forms.

ASSIGNMENTS

- Student Clinical Activity Performance Record forms for each clinical unit must be complete, appropriately signed, and submitted electronically for review by the Course Clinical Coordinator within one week of the rotation.
- The student must also enter all patient care contacts, assessments, and skills performed into Platinum Planner software within one week of completing the rotation. Student Platinum Planner entries must reconcile exactly with those validated by unit preceptors on the Clinical Activity Performance Record.
- If clinical paperwork is incomplete and/or late without an approved extension, and/or the patient care contacts and skills performed are not accurately or appropriately entered into Platinum Planner, that skill/rotation will not count toward course requirements until corrective action is taken. See the NCH PM Student Handbook for details.
- Two late arrivals and/or unexcused absences and/or a pattern of late or incomplete paperwork or Platinum submissions will require a meeting with the Clinical Coordinator, notification of the LI and Program Director, and may result in corrective coaching/disciplinary action.

Additional MATERIALS required

- Access to a scanner or cell phone with higher pixel camera and clear resolution to electronically submit clinical paperwork.
- 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.
- A stethoscope and watch with a sweep second hand or second counter meeting program specifications
- Students must wear their EMS employer's duty uniform or the Program or Unit--specific uniform (scrubs) to all clinical rotations and wear an Endeavor Health photo ID per Program policy. See the NCH PM Student Handbook for more detail. Information regarding access to scrubs will be provided in class.

COURSE CULTURE

ATTENDANCE POLICY

Because of the critical nature of sequenced course content and a time-sensitive schedule, students are expected to attend every clinical rotation on the days, times, and locations they are assigned. Each possible clinical shift day is listed in the academic calendar and confirmed assignments are provided to the student in writing. If a student must miss a shift due to an emergency excused absence, they must make the appropriate notifications contained in the NCH Student Handbook. Nonconformity with Program policies regarding clinical scheduling, attendance, performance, and/or documentation is subject to a corrective action plan which may include separation from the program.

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.