

Curriculum Renewal: Analysis and Action Plan

Program: Paramedic Program Co-ordinator John Fader Date Feb 2010

B. Curriculum Strengths and Challenges

Summarize the curriculum strengths and challenges identified by the team.

Revised MTCU standards – alignment to current curriculum

Lifting Standards:

- Student preparedness perhaps could be better captured in Marketing material and Open house information sessions particularly related to level of physical fitness.:
- Update fitness/lift policy

HLTH65 Health Care Concepts 45 hr:

- **Move to sem 3 from sem 1** PLUS ultimately drop and ultimately Replace with Research and Professional Practice 2 hr seminar.

Organizing of field placement and consolidation placements:

- Was happening out of sync with allocated work loading on SWF and/or contract
- Coordination of field placements now happening at appropriate time with F/T faculty responsible for re-establishing relations with sites. .

G license requirement for admission:

- All prep material identifies that the students will need to possess a G license for the first semester of course work. Strike situation involving driving instructors has complicated this
- Students will be driving the ambulance in Semester 1 and need to be experienced.
- Driving tests by prospective employers are becoming more common and are done by students in Sem 4.
- Program review panel comments reinforced need for G license upon entry

Advanced Paramedic Skills labs:

- Need to be resourced similar to Patient Care Labs i.e. need a paramedic present as helper. (see action plan)

Ambulance Rideout and Observations FLPL076

- ESRV 001 clinical 2 course outline includes some consolidation/rideout hours in addition to identified clinical hours. This would in essence capture what the students are doing

- 1st year students are potentially compromising the good will of the placement sites due to immaturity, inexperience and lack of professionalism and understanding of the role.
- Collection of non-academic requirements for this course in first semester is very challenging.

C. Action Plan

Identify priority actions for the next year and the rationale for their inclusion. For each, indicate the project lead, and the proposed timelines for completion

- **PRIORITY**: On-going spring/summer curriculum development time dedicated to aligning revised MTCU standards with curriculum. CLT to contribute and confirm completion.
- Continue to explore potential for demonstrating lift testing criteria at open house and other sources.
- EH&W video marketing has included all PMD lifts to be posted to website to give students a better sense of what lifts involve. Explore video taping with respect to ways perspective students can practice individually in order to meet the minimum lift requirements once accepted to the program.
- Formalize a proposed course outline for Research and Professional Practice with CLT involvement. RPP to include Canadian Health Care System content to be included in this course.
- Ambulance Rideout and Observations FLPL076 (75 hours), Move to semester 3 (see section B). Also will require a name change with less focus on “observation” as 63 hour course. Use 12 hours as 2 x 6 hr workshops for lift testing. A workshop will be scheduled in both semester 1 and semester 2. Total consolidation hours will still exceed ministry required 420 hours.
- Discussion regarding starting consolidation in back 7 weeks of Sem 3 to replace clinical experience to more accurately reflect what is currently happening in consolidation.
- Explore implications of new gen-ed policy (AL to meet with Dennis)

Spring/summer development projects:

John Fader (17 hours dev & 12 hours filed placement preparation)

- Develop draft course outline for Ambulance Rideout and Observation to reflect possibility of reduced hours in semester 1 and reapply hours possibly to consolidation
- Develop draft curriculum and course outline Ambulance Operations and Driving Skills

- Address lifting expectations in course calendar and establish contact with organizers of Welcome Days for possible lifting demos and testing.
- Explore specific next steps for seeking accreditation for PMD program
- Establish Gen-ed plan moving forward based on new gen-ed policy and program costing (specifically Comm. for PMD and Psychology for PMD)

Mary Osinga (25 hours)

- Formalize a proposed course outline for Research and Professional Practice
- Explore use of professional portfolio into clinical and field courses
- As per program review, implement/orchestrate video to demonstrate proper lifting for current and perspective PMD students.

PMD Proposed Curriculum Changes for Costing

Semester 1

ESRV 26 Ambulance Operations

Currently 30 hours scheduled as 1 hr lec and 1 hr lab

Change to:

15 hours lec total

7 hours of SDL for practicing driving ambulance

4 hours of SDL study for F license prep

4 hours of lab (driving on weekend)

4 hours of lab driving on weekend with section sizes of 6 students.

Requires one faculty member and one lab helper (2nd person instructor)

le: Currently 36 students, this would require 3 days to deliver content to 6 groups of 6 students

Cost:

2nd vehicle:

Water truck:

Handbook for F license:

Semester 3

Remove the gen-ed elective

ESRV 24 Advanced Paramedic Skills Lab.

Currently 1 hr lec and 2 hr sem

Change to 2 hr lec and 2 hr lab

PLUS

HLTH65 Health Care Concepts
Currently 45 hrs

Move to sem 3 from sem 1

Drop it and replace with Research and Professional Practice 2 hr seminar = 30 hours (Research course has not been slotted into grid yet....see above)

- Ambulance Rideout and Observations FLPL076 (75 hours), Move to semester 3 (see section B). Also will require a name change with less focus on “observation” as 63 hour course. Use 12 hours as 2 x 6 hr workshops for lift testing with 2 testers in each workshop. A workshop will be scheduled in both semester 1 and semester 2. Total consolidation hours will still exceed ministry required 420 hours.
- Still does not address lift testing in sem 3 ? May need to be tested in lab time.

D. Deferred Actions

Record any issues that will need to be monitored, researched, or deferred for future action.

On-Going concerns.

- Increase formal use of the professional portfolio into clinical and field courses
- Demands for preceptor payment
- Develop a prep course for the PMD professional examination
- Plans to build on alumnae support
- Future consideration for field prep course

Psychology for PM SOC157

Move to Sem 3 from Sem 2, Sept 2009 – 1 hr lec & 2 hr sem,

Discuss a change to Abnormal Psych

- Intro to Psych is a prerequisite for Abnormal Psych. Under current curriculum delivery framework, a change to Abnormal Psych would not be possible as they are not currently taking the prerequisite. For further discussion under guise of Gen-Ed policy discussions.

LABS:

- **Full time faculty are present for 2 of the 4 hours based on grid representation. Student evaluations continually request more faculty presence. Need to better utilize contract hire clinical instructors and reinforce their value and expertise to the students.**

- **Faculty spend well over 25% of lab time doing evaluations. Further discussion with CLT required to strategize**
- **Advisory committee recommended we initiate more skills testing.**
- **On-going evaluation and discussion regarding different testing techniques and modalities to best utilize the hours available to lab**

Explore benefits of seeking accreditation for our PMD program and determine what our competitors are engaged in