

Program Review Self Study – Paramedic Program (PMD) 2009

May 1, 2009

Indicator	
1.0 Industry Trends	Summary of Key Findings
<p>1.1 Sectoral Standards and Industry Trends</p> <p>Review/discuss:</p> <ul style="list-style-type: none"> • New or emergent industry themes or issues that may have a potential impact on program positioning • Industry issues identified by the program advisory committee • Recent labour market data or sector reports • Changes in sectoral occupational standards • Credentialing issues and/or accreditation standards • Program alignment to labour market and sectoral standards 	<ul style="list-style-type: none"> • Discussion re RHPA (Regulated Health Professions Act) inclusion of Paramedics is underway but given the time required to enact new legislature, this is a future consideration. • CMA (Canadian Medical Association) accreditation: two colleges with acute programs have received CMA accreditation. We need to explore benefits of seeking accreditation for our PMD program and determine what our competitors are engaged in. (Given that 3 colleges have register for accreditation) • Paramedic Association of Canada: we are not listed as a member yet many colleges are (www.cma.ca). Consider membership in OPA. (Ontario Paramedic Association) • New vocational outcomes just released- realign with old (Section 2.3) • Ambulance Act Revised 2002 (http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90a19_e.htm) <p>Students write provincial exams after 2 year program AEMCA (Advanced Emergency Medical Care Assistant)</p> <p>PMD analysis of Industry Trends/Job Futures (Appendix I - IV) for Paramedic and Other Paramedical Occupations</p> <ul style="list-style-type: none"> • Unionization rate (77%) is above the average (32%) for all occupations • Highest concentration are found in New Brunswick and Nova Scotia while lowest is found in PEI and Quebec • Current 2009 job prospects are rated as good because employment grew at an average rate, hourly wages (\$20.96) are close to the average (\$18.07) and the unemployment rate (2%) is below the 2004 average (7%). (See Labour Markey Information – Appendix) • The % of part-time workers (10%) is about the same as the average (19%) • The % of women is 30% compared to the 2004 average of 48%.

<p>1.2 Program Advisory Committee Feedback</p> <p>Review/discuss:</p> <ul style="list-style-type: none"> • Key regional issues identified by the Program Advisory Committee that may not have emerged in labour market data • Program response to above issues or trends 	<ul style="list-style-type: none"> • Generally meet twice a year • Well represented by local services • Advisory Board Minutes (Appendix V) <p>Key Issues: (See Action Plan)</p> <ul style="list-style-type: none"> • Driving Issues: discussion re need for increased driving competency of graduates (several colleges require F license as entry requirement. Explore option for a G license requirement for admission for Fleming College) • Rideout expectations: lifting ability required at rideout, suggest consolidation start in Semester 3 rather than just 4th. • Provincial services start hiring process mid December – lengthy conversation related to hiring screening process being applied to students who have not yet graduated until April but are expected to perform all skills in Jan – Feb by the provincial services. • Services indicated they wanted additional testing added to the program
<p>1.3 Industry Liaison</p> <p>Review/discuss:</p> <ul style="list-style-type: none"> • Program initiatives to maintain contact with industry such as field placement supervisions, clinical, faculty renewal, professional learning, other professional affiliation, or community-based projects 	<ul style="list-style-type: none"> • Some faculty still work in field • All faculty teach externally (E.g. Advanced Cardiac Life Support) • Any faculty not working in the field teach clinical courses to facilitate maintaining clinical skills and knowledge • Faculty renewal involves field placements and service visits • Faculty affiliations with the Ontario Paramedic Association • Review of field placement delivery will facilitate professional learning and strengthen relationships with area service providers. Mary Osinga (f/t faculty) newly responsible for organizing consolidation and ambulance ride-out activities. • Membership in Fleming First Response Team

2.0 Curriculum Development and Framework	Summary of Key Findings
<p>2.1 Curriculum Framework</p> <p>Review/discussions:</p> <ul style="list-style-type: none"> The program faculty's approach to, and philosophy of, teaching and learning 	<ul style="list-style-type: none"> Significant amount of curriculum is Applied Learning with focus on practical skills, multitasking and evidence based practice Varied approach including problem based learning to develop critical thinking and decision making Program courses involve review and application of previous content Topics taught in one course often cross referenced in other courses Evaluation is cumulative over all semesters Students are treated respectfully and personal accountability is stressed throughout the program Partnerships with the students vital to learning and student learning first is a priority
<p>2.2 Outcomes from Curriculum Renewal</p> <p>Review/discussions:</p> <ul style="list-style-type: none"> Key recommendations from the Curriculum Renewal processes in 	<p>In the 2006 Comprehensive Curriculum Renewal an Environmental Scan (Appendix VI) examined various issues impacting the program. The following curriculum changes were a direct result of the Curriculum Renewal and current Program Review process.</p>

the past several years

- Progress to date in implementin g these recommend ations
- Success of the changes implemented and means of evaluating these

Paramedic Curriculum and Change Requests July 2008 from Curriculum Renewal & Program Review Process

Semester I

Course Name	Change request	Length of Course	Weekly Breakdown
Communications for CD&HW COMM79		45 hrs	1+1+1
Intro to Computers COMP345		45 hrs	1 hr lab +2 SDL
Fitness 1 RECR5		30 hrs	2 hr lab
Anatomy and Physiology 1 for PM SCIE10		60 hrs	2 hr lec/2 hr lab
Human Growth & Dev SOCI25		45 hrs	1 hr lec/2 hr seminar
Patient Care I ESRV29		75 hrs	2 hr lec/3 hr lec
Patient Care I Labs ESRV33		60 hrs	2 hr lab x 2 (groups of 3 students)
Rideout FLPL76	2009 Name change only to Ambulance Rideout and Observation	2 weeks =75 hours	37.5 hrs
Concepts in HC HLTH65 See note below for name change to	2010 Move to sem 3	45	1 lec + 2 Sem

	Research & Professional Practice			
	Ambulance Operation & Driving Skills ESRV26		30	2hr. sem
	2009 move here from Sem 3			
	Semester Totals			Less (Move) 45 hr + add 30 hr= 15 hr less
	Semester II			
	Course Name		Length of Course	Weekly Breakdown
	Comm for PM COMM36	Further discussion required re: content	45 hrs	1 hr lec/2 hr seminar
	Anatomy and Physiology 2 for PM SCIE11		60 hrs	2 hr lec/ 2 hr lab
	Pharmacology SCIE28		45 hrs	3 hr sem
	Patient Care II ERSV30		75 hrs	2 hr lec/ 3 hr lec
	Patient Care II Labs ESRV34		60 hrs	2 /2 hr labs
	Psychology for PM SOCI57 See note below to change Psych to Abnormal Psych	Move to Sem 3 Sept 2009	45 hrs	1 hr lec/2 hr seminar
	Clinical 2 ESRV2	2009 name change only to Clinical	60 hrs	1 day per week – 1 of 4 sites (students in field 8 hrs every other week)
	Fitness 2 RECR64	Jan 2009 move here	30	2 hr seminar

hrs from Sem 3 30			
Semester Totals			30 hr add in 2009 (move from Sem3only) 45 hr less (move Psych to 3rd) = 15 hr less
Semester III			
Course Name	Length of Course	Weekly Breakdown	
Advanced Paramedic Skills ESRV24	45 hrs Add 1 hr to lab: =60 hrs	1 hr lec/2 hr sem Change to: 2 hr sem + 2 hr lab	
Legal & Ethical issues LAWS52	45 hrs	3hr sem	
Choice of Gen Ed. (Issues in Diversity recommended)	45 hrs		
Patient Care III ESRV31	75 hrs	2 hr lec/ 2 hr lec	
Patient Care III Labs ESRV35	60 hrs	2 hr lab	
Fitness 2 RECR64	30 hrs 2009 move to Sem 2	2 hr lab	
Ambulance Operation & Driving Skills ESRV26	30 hrs 2009 move to Sem 1	2 hr sem	
Clinical 1 ESRV1	60 hrs 2009 name change only to Clinical 2	1 day per week- 1 of 4 sites	
Psych SOCI57 See note below to change Psych to Abnormal Psych	Move here from 2 nd Sem 45 hrs		
HLTH65 Health Care Concepts See note below for name change to Research & Professional Practice	45 hr Move here from sem 1		

	Semester Totals		(-60 hrs moved to other semesters) +90 hr move of Psych & HCC + 15 hrs additional APS lab =+45 hrs more
	Semester IV		
	Course Name	Length of Course	Weekly Breakdown
	Crisis Management SOCI14	30 hrs	1 hr lec/2 hr seminar :Note-check with Colleen
	Gen. Ed. – elective	45 hrs	
	Patient Care IV & Comprehensive Review ESRV32	60 hrs 2009 name change only Comprehensive Theoretical Review	2 hr lec/2 hr lec
	Patient Care IV Labs ESRV36	60 hrs 2009 name change only Comprehensive Lab Review	2-2 hr lab
	Fitness – exit assessment	30 hrs	2 hr lab
	Consolidation (Rideout) ESRV3	8 weeks (320 hrs) Should read: 360 hrs 2009 Name change only Paramedic Consolidation	37 hrs/week 360hrs/15 weeks = 24 hrs/wk
	Semester Totals	545 hours	

Overall Summary of Change Requests for next few years:**2009**

1. Several course name changes only:

- Rideout, Clinical 1 Clinical 2, Patient Care 4 & Comprehensive Review, Patient Care 4 Labs, Consolidation (Rideout)

2. Move several courses:

- RECR 64: Sem 3 to Sem 2
- SOCI 57: Sem 2 to Sem 3
- ESRV 26: Sem 3 to Sem 1
- HLTH 65: Sem 1 to Sem 3

3. Further discussion with GAS re course content of:

- COMM36 – Communications for Paramedics: Needs to be Mandatory ie No exemptions – follow-up currently with GAS
- SOCI57 – Want to change to Abnormal Psych – Intro to Psych is a prerequisite. Under current curriculum delivery framework, a change to Abnormal Psych would not be possible. For further discussion.

2010 & Beyond

4. Drop a course:

- 3 hr HCC(HLTH65)

5. Add a course:

- 2 hr Research & Professional Practice (to replace Concepts in Health Care – HLTH 65)

6. Add hour to a course:

- 1 hr to Fitness 2
- 1 hr to Advanced Paramedic Skills Lab

COST:

1 additional seminar hour. Further discussion required to make change requests cost neutral.

	<p>Additional Key Issues:</p> <ul style="list-style-type: none"> Current Communications course does not capture discipline specific communications needs of PMD (See Action Plan)
<p>2.3 Curriculum Map</p> <ul style="list-style-type: none"> Review the program curriculum map and discuss the extent to which there is alignment of vocational and course outcomes Review and discuss the distribution and progression of program outcomes, essential employability skills, and general education themes across the curriculum. 	<p>Program Map (Appendix VII) Synopsis of VLO (Appendix VIII) All courses currently mapped to 2008 Revised Standards</p> <p style="text-align: center;">(Primary Care) Paramedic Program Outcomes</p> <p>The graduate has reliably demonstrated the ability to: Revised Standards 2008 aligned with 1999 Standards:</p> <p>Synopsis of the Vocational Learning Outcomes Paramedic Program</p> <p><i>The graduate has reliably demonstrated the ability to</i></p> <ol style="list-style-type: none"> 1. Communicate and interact effectively and appropriately with patients and others. (1, 1) 2. Assess patients using relevant theory and practices and in compliance with current legislation, regulations, standards, and best practice guidelines. (2, 17) 3. Establish patients' treatment and transport priorities based on assessment findings. (3) 4. Implement preventive and therapeutic patient management strategies to maintain and promote patients' well-being in compliance with current legislation, regulations, standards, and best practice guidelines. (4) 5. Integrate and perform delegated controlled medical acts in a simulated, clinical, and field setting. (5) 6. Evaluate in an ongoing manner the effectiveness of patient management strategies used and adapt or change strategies to provide optimal care for patients. (6, 14) 7. Report and document patient information completely, accurately, and in a timely manner, in compliance with current legislation, regulations, standards, and applicable policies and procedures in a simulated, clinical, and/or field setting. (12) 8. Ensure personal safety and contribute to the safety of partners, patients, and others. (13, 16) 9. Ensure the operational safety and preparedness of an ambulance and its equipment and operate an ambulance-type vehicle in a simulated setting. (7, 8) 10. Collaborate with a broad range of personnel such as first responders, paramedics, emergency services personnel, health care professionals, and other allied health care workers. (11)

<ul style="list-style-type: none"> • Submit the updated curriculum map as an attachment. 	<ol style="list-style-type: none"> 11. Integrate and meet legal, ethical, and professional responsibilities while providing optimal care for patients. (5, 9) 12. Develop life-long learning habits through the pursuit of interdisciplinary areas of study related to social, economic and cultural understanding, civic life, personal understanding, science and technology and arts in society. (18) 13. Prepare a portfolio that reflects personal growth, achievements, job readiness, ongoing professional development and learning. (19) <p style="text-align: center;">Essential Employability Skills</p> <ol style="list-style-type: none"> 1. Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfils the purpose and meets the needs of the audience 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication 3. Execute mathematical operations accurately 4. Apply a systematic approach to solve problems 5. Use a variety of thinking skills to anticipate and solve problems 6. Locate, select, organize and document information using appropriate technology and information systems 7. Analyse, evaluate and apply relevant information from a variety of sources 8. Show respect for the diverse opinions, values, belief systems and contributions of others 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals 10. Manage the use of time and other resources to complete projects 11. Take responsibility for one's own actions, decisions and consequences <p>Plus these two Fleming Core Competencies (that are significantly different from the Essential Employability</p>
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	<p>Skills):</p> <p>12. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.</p> <p>13. Articulate an understanding of the physical and social environment from the local to the global level: reflect on one's role and responsibility.</p>
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<p>2.4 Curriculum Sequencing</p> <p>Review /discuss:</p> <ul style="list-style-type: none">• The extent to which course content, levels of learning, and assessment methodology are successfully sequenced and aligned across courses and semesters	<ul style="list-style-type: none">• See 2.2• Curriculum sequencing works well: Anatomy and Physiology generally done before Pathophysiology lectures.• Topics in lab covered in lecture first• Focuses on Critical thinking and decision making stressed in 2nd yr when students have most of the core knowledge• There are a number of important subjects covered multiple times over the two years as reinforcement
<p>2.5 Delivery Mode</p> <p>Review/discuss:</p> <ul style="list-style-type: none">• The <i>primary</i> modes used to deliver curriculum such as lecture, hybrid format, web-based, lab, field camp, seminar, or applied learning• Rationale for, and appropriateness of, these delivery modes in relation to program learning outcomes	<ul style="list-style-type: none">• Initial info delivered in class.• Then controlled practical in labs.• Then controlled practical with live patients in clinical.• Then true field setting.• Delivery of clinical courses and ambulance field placements are problematic related to competition for clinical sites. (clinical sites specifically also compete with other health care programs) <p><u>Future Considerations:</u> Ambulance field placement services are requesting preceptor payment and refusing to act as preceptors without numeration.</p>

Currently the program is set in the following format. Revisions as described above are to be phased in as per timelines indicated.

Semester 1

Ambulance Rideout and Observation

Course Number: FLPL076

Co-requisites

- [Patient Care I \(ESRV029\)](#)
- [Patient Care I Labs \(ESRV033\)](#)

This course provides an opportunity for the paramedic student to receive practical experience in an ambulance service. The student will ride with paramedics and observe their daily practice for a total of two weeks over the course of the semester.

Units: 75.00

Hours: 75.00

Anatomy and Physiology I for Paramedics

Course Number: SCIE110

Co-requisites

- [Patient Care I \(ESRV029\)](#)
- [Patient Care I Labs \(ESRV033\)](#)

This course is designed to provide the paramedic student with an understanding of human anatomy and physiology as they pertain to the following systems: nervous, skeletal, muscular, cardiovascular, genitourinary and an understanding of hemodynamics. In

	<p>addition, the course is designed to generate a basic understanding of how these systems interact together to provide a homoeostatic environment in a human.</p> <p><i>Units:</i> 60.00 <i>Hours:</i> 60.00</p> <p>Communications for Community Development & Health <i>Course Number:</i> COMM079</p> <p>Communications for CD&H, a mandatory Communications course, focuses on improving reading and writing skills through a number of assignments related to the helping professions. Students will demonstrate skills in summary and essay writing as well as research techniques, including appropriate documentation of sources. The principles of style, structure, content, and mechanics constitute the overall framework of the course.</p> <p><i>Units:</i> 45.00 <i>Hours:</i> 45.00</p> <p>Concepts in Health Care <i>Course Number:</i> HLTH065</p> <p>This introductory course provides an overview of major issues that impact the health care system both in Canada and abroad. Students will examine various federal and provincial legislative regulations and frameworks that health care professionals operate within. The roles of various healthcare providers will be compared and contrasted. Issues impacting all healthcare providers such as accountability, interdisciplinary team work, advocacy, documentation, and confidentiality will be examined. This course will provide a fundamental understanding of your selected healthcare profession, and how it functions within the larger healthcare system.</p> <p><i>Units:</i> 45.00 <i>Hours:</i> 45.00</p>
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	<p>Fitness I</p> <p><i>Course Number: RECR005</i></p> <p>Society has come to recognize that physical fitness and wellness is essential to the enhanced quality of life. This course introduces the student to the concepts of physical fitness and provides the means to become fit and develop a healthy lifestyle. Students, through discussion and practical experience, will address the various components of fitness. The student will engage in an effective fitness program and develop strategies to improve their level of fitness and physical strength. Physical parameters consistent with the requirements of paramedic practice including patient moving and lifting will be presented and students will have the opportunity to work towards and must eventually meet these parameters.</p> <p><i>Units: 30.00</i> <i>Hours: 30.00</i></p> <p>Human Growth and Development</p> <p><i>Course Number: SOCI025</i></p> <p>This course is designed to give the student a basic understanding of the normal patterns of growth and development at various stages within the life cycle from infancy through to old age. The major theories of development will be examined to enhance understanding of this field of study.</p> <p><i>Units: 45.00</i> <i>Hours: 45.00</i></p>
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	<p>Introductory Computing</p> <p><i>Course Number: COMP345</i></p> <p>Working in the Windows XP environment, this computer course introduces the student to computer basics (computer terminology, e-mail, Internet, file management) and the application and use of word processing, spreadsheet, and database software. Through the extensive use of hands-on activities, students will gain sufficient knowledge and experience to make productive use of computers as a tool in both college and workplace environments.</p> <p><i>Units: 45.00</i> <i>Hours: 45.00</i></p> <p>Patient Care I</p> <p><i>Course Number: ESRV029</i></p> <p>Co-requisites</p> <ul style="list-style-type: none">• <u>Anatomy and Physiology I for Paramedics (SCIE110)</u>• <u>Patient Care I Labs (ESRV033)</u> <p>This course is designed to introduce the paramedic student to the basics of patient assessment and various pieces of ambulance equipment. It will also introduce the student to some of the basic illnesses and injuries they will be treating. The student will learn about the pathophysiologies, clinical manifestations, assessments and treatments of these illnesses and injuries.</p> <p><i>Units: 75.00</i> <i>Hours: 75.00</i></p>
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Patient Care I Labs

Course Number: ESRV033

Co-requisites

- [Fitness I \(RECR005\)](#)
- [Patient Care I \(ESRV029\)](#)

This course is designed to give the paramedic student the opportunity to apply the theory learned in Patient Care I. Practice will focus on the application of skills related to the assessment of patients, the treatment of illnesses and injuries and the use of various pieces of ambulance and patient care equipment.

Units: 60.00

Hours: 60.00

Semester 2**Anatomy and Physiology II for Paramedics**

Course Number: SCIE111

Pre-requisites

- [Ambulance Rideout and Observation \(FLPL076\)](#)
- [Anatomy and Physiology I for Paramedics \(SCIE110\)](#)
- [Patient Care I \(ESRV029\)](#)
- [Patient Care I Labs \(ESRV033\)](#)

Co-requisites

- [Clinical I \(ESRV002\)](#)

- [Patient Care II \(ESRV030\)](#)
- [Patient Care II Labs \(ESRV034\)](#)

This course is designed to provide the paramedic student with an understanding of human anatomy and physiology as they pertain to the following systems: Immune and lymphatic, respiratory, endocrine, gastrointestinal, central and peripheral nervous systems, cardiovascular and an understanding hemodynamics , genitourinary ,reproductive and special senses. In addition, the course is designed to generate a basic understanding of how these systems interact together to provide a homoeostatic environment in a human.

Units: 60.00

Hours: 60.00

Clinical I

Course Number: ESRV002

Pre-requisites

- [Anatomy and Physiology I for Paramedics \(SCIE110\)](#)
- [Patient Care I \(ESRV029\)](#)
- [Patient Care I Labs \(ESRV033\)](#)

Co-requisites

- [Anatomy and Physiology II for Paramedics \(SCIE111\)](#)
- [Patient Care II \(ESRV030\)](#)
- [Patient Care II Labs \(ESRV034\)](#)

This course will give the student the opportunity to observe and practice some of the skills learned in semesters I and II. Clinical areas will be visited to allow the student to integrate knowledge from theory and lab skills. Possible sites include: emergency, ICU, physiotherapy, respiratory therapy, diagnostic imaging, operating room, obstetrics, paediatrics, and long term care.

	<p><i>Units: 60.00</i> <i>Hours: 60.00</i></p> <p>Communication for Paramedics <i>Course Number: COMM036</i></p> <p>Communications for Paramedics is a mandatory Communications course you are required to pass to complete your post-secondary studies. This course will enable you to continue to improve your general communications skills to meet the learning outcomes demanded by the assignments in this course, as well as the expectations of other subjects and eventual career employment. This course emphasizes concepts of critical thinking and problem-solving skills as they apply to processes fundamental to effective communication. You will continue to reinforce speaking, writing, listening, and relationship techniques common to the expectations demanded by the workplace of your career choice.</p> <p><i>Units: 45.00</i> <i>Hours: 45.00</i></p> <p>Fitness II <i>Course Number: RECR064</i></p> <p>Pre-requisites</p> <ul style="list-style-type: none">• <u>Fitness I (RECR005)</u>• <u>Patient Care II Labs (ESRV034)</u> <p>Co-requisites</p> <ul style="list-style-type: none">• <u>Patient Care III Labs (ESRV035)</u> <p>Society has come to recognize that physical fitness and wellness is essential to the enhanced quality of life. This course introduces the student to the concepts of physical</p>
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fitness and provides the means to become fit and develop a healthy lifestyle. Students through discussion and practical experience will address the various components of fitness. The student will engage in an effective fitness program and develop strategies to improve their level of fitness and physical strength. Physical parameters consistent with the requirements of paramedic practice will be presented and students will have the opportunity to work towards or exceed these parameters.

Units: 30.00

Hours: 30.00

Patient Care II

Course Number: ESRV030

Pre-requisites

- [Ambulance Rideout and Observation \(FLPL076\)](#)
- [Patient Care I \(ESRV029\)](#)
- [Patient Care I Labs \(ESRV033\)](#)

Co-requisites

- [Anatomy and Physiology II for Paramedics \(SCIE111\)](#)
- [Clinical I \(ESRV002\)](#)
- [Patient Care II Labs \(ESRV034\)](#)
- [Pharmacology \(SCIE028\)](#)

This course is designed to introduce the paramedic student to more advanced concepts of patient assessment and various pieces of ambulance equipment not covered in Patient Care I. It will also introduce the student to some of the more complex illnesses and injuries they will be treating. The student will learn about the pathophysiologies, clinical manifestations, assessments and treatments of these illnesses and injuries.

Units: 75.00

Hours: 75.00

Patient Care II Labs

Course Number: ESRV034

Pre-requisites

- [Fitness I \(RECR005\)](#)
- [Patient Care I Labs \(ESRV033\)](#)

Co-requisites

- [Patient Care II \(ESRV030\)](#)
- [Pharmacology \(SCIE028\)](#)

This course is designed to give the paramedic student the opportunity to apply the theory learned in Patient Care II. The student will demonstrate the integration of knowledge by performing assessments, and using skills and equipment for medical emergencies learned in both Patient Care I and II.

Units: 60.00

Hours: 60.00

Pharmacology

Course Number: SCIE028

Pre-requisites

- [Ambulance Rideout and Observation \(FLPL076\)](#)
- [Anatomy and Physiology I for Paramedics \(SCIE110\)](#)
- [Patient Care I \(ESRV029\)](#)
- [Patient Care I Labs \(ESRV033\)](#)

	<p>Co-requisites</p> <ul style="list-style-type: none">• <u>Clinical I (ESRV002)</u>• <u>Patient Care II (ESRV030)</u>• <u>Patient Care II Labs (ESRV034)</u> <p>This course will provide the primary care paramedic student with the foundations of pharmacology. This will include history, legislation, pharmacokinetics, classifications, calculations and symptom relief medications.</p> <p><i>Units:</i> 45.00 <i>Hours:</i> 45.00</p> <p>Semester 3</p> <p>Advanced Paramedic Skills</p> <p><i>Course Number:</i> ESRV024</p> <p>Pre-requisites</p> <ul style="list-style-type: none">• <u>Anatomy and Physiology II for Paramedics (SCIE111)</u>• <u>Clinical I (ESRV002)</u>• <u>Patient Care II (ESRV030)</u>• <u>Patient Care II Labs (ESRV034)</u>• <u>Pharmacology (SCIE028)</u> <p>Co-requisites</p> <ul style="list-style-type: none">• <u>Clinical II (ESRV001)</u>• <u>Patient Care III (ESRV031)</u>• <u>Patient Care III Labs (ESRV035)</u> <p>This course is designed to introduce the paramedic student to concepts of advanced life</p>
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	<p>support patient care, including semi-automatic defibrillation, symptom relief medication administration and intravenous therapy.</p> <p><i>Units: 45.00</i> <i>Hours: 45.00</i></p> <p>Ambulance Operations and Driving Skills <i>Course Number: ESRV026</i></p> <p>This course is designed to provide the student with an understanding of the existing theoretical and practical knowledge for the 'F' license endorsement, safe ambulance operation, some advanced driving techniques and accident scene management.</p> <p><i>Units: 30.00</i> <i>Hours: 30.00</i></p> <p>Clinical II <i>Course Number: ESRV001</i></p> <p>Pre-requisites</p> <ul style="list-style-type: none">• <u>Anatomy and Physiology II for Paramedics (SCIE111)</u>• <u>Fitness I (RECR005)</u>• <u>Patient Care II (ESRV030)</u>• <u>Patient Care II Labs (ESRV034)</u> <p>Co-requisites</p> <ul style="list-style-type: none">• <u>Fitness II (RECR064)</u>• <u>Patient Care III (ESRV031)</u>• <u>Patient Care III Labs (ESRV035)</u>
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	<p>This course will give the student the opportunity to continue to observe and practice the skills learned in semesters I, II, and III. Clinical areas will be visited to allow the student to integrate knowledge from theory and lab skills. Possible sites include: emergency, ICU, physiotherapy, respiratory therapy, operating room, obstetrics, paediatrics, long term care.</p> <p><i>Units: 60.00</i> <i>Hours: 60.00</i></p> <p>Fitness II <i>Course Number: RECR064</i></p> <p>Pre-requisites</p> <ul style="list-style-type: none">• <u>Fitness I (RECR005)</u>• <u>Patient Care II Labs (ESRV034)</u> <p>Co-requisites</p> <ul style="list-style-type: none">• <u>Patient Care III Labs (ESRV035)</u> <p>Society has come to recognize that physical fitness and wellness is essential to the enhanced quality of life. This course introduces the student to the concepts of physical fitness and provides the means to become fit and develop a healthy lifestyle. Students through discussion and practical experience will address the various components of fitness. The student will engage in an effective fitness program and develop strategies to improve their level of fitness and physical strength. Physical parameters consistent with the requirements of paramedic practice will be presented and students will have the opportunity to work towards or exceed these parameters.</p> <p><i>Units: 30.00</i> <i>Hours: 30.00</i></p>
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Legal and Ethical Issues

Course Number: LAWS052

Co-requisites

- [Advanced Paramedic Skills \(ESRV024\)](#)
- [Patient Care III \(ESRV031\)](#)

This course is designed to give the paramedic student a foundation in principles of both ethics and legalities as they apply to the work of a paramedic. The responsibilities and accountabilities of paramedics and patient rights will be discussed. The possible debates arising from ethical dilemmas and potential solutions will be discussed within the context of paramedic case studies. Canadian sources of legislation will be cited and the connection between ethical and legal issues will be considered.

Units: 45.00

Hours: 45.00

Patient Care III

Course Number: ESRV031

Pre-requisites

- [Clinical I \(ESRV002\)](#)
- [Patient Care II \(ESRV030\)](#)
- [Patient Care II Labs \(ESRV034\)](#)
- [Pharmacology \(SCIE028\)](#)

	<p>Co-requisites</p> <ul style="list-style-type: none">• <u>Advanced Paramedic Skills (ESRV024)</u>• <u>Clinical II (ESRV001)</u>• <u>Patient Care III Labs (ESRV035)</u> <p>This course is designed to continue the study of more advanced concepts of patient assessment and various pieces of ambulance equipment not covered in year one. It will continue the study of more complex illnesses and injuries paramedics will be treating. The student will learn about the pathophysiologies, clinical manifestations, assessments and treatments of these illnesses and injuries, as well as introduce the student to treating illnesses and injuries in the speciality groups such as obstetrics, paediatrics and geriatrics.</p> <p><i>Units: 75.00</i> <i>Hours: 75.00</i></p> <p>Patient Care III Labs <i>Course Number: ESRV035</i></p> <p>Pre-requisites</p> <ul style="list-style-type: none">• <u>Patient Care II (ESRV030)</u>• <u>Patient Care II Labs (ESRV034)</u> <p>Co-requisites</p> <ul style="list-style-type: none">• <u>Advanced Paramedic Skills (ESRV024)</u>• <u>Clinical II (ESRV001)</u>• <u>Fitness II (RECR064)</u>• <u>Patient Care III (ESRV031)</u> <p>This course is designed to have students apply advanced paramedical skills related to the care of patients requiring defibrillation, symptom relief medications, as well as those</p>
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	<p>requiring intravenous therapy. This course will also act as a review of any or all illnesses and injuries, and their treatments learned to this point.</p> <p><i>Units:</i> 60.00 <i>Hours:</i> 60.00</p> <p>Semester 4</p> <p>Comprehensive Lab Review <i>Course Number:</i> ESRV036</p> <p>Pre-requisites</p> <ul style="list-style-type: none">• <u>Advanced Paramedic Skills (ESRV024)</u>• <u>Ambulance Operations and Driving Skills (ESRV026)</u>• <u>Clinical II (ESRV001)</u>• <u>Fitness II (RECR064)</u>• <u>Legal and Ethical Issues (LAWS052)</u>• <u>Patient Care III (ESRV031)</u>• <u>Patient Care III Labs (ESRV035)</u> <p>Co-requisites</p> <ul style="list-style-type: none">• <u>Comprehensive Theoretical Review (ESRV032)</u>• <u>Crisis Management (SOCI014)</u>• <u>Paramedic Consolidation (ESRV003)</u> <p>This lab course is a consolidation of material taught in semesters one through three with a practical emphasis, reviewing all skills, critical thinking skills and scene management. The focus will be in preparing the student for independent practice, the AEMCA exam and practical job testing. In addition, the lab will also introduce the student to ancillary material that augments core concepts already taught.</p>
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Units: 60.00
Hours: 60.00

Comprehensive Theoretical Review

Course Number: ESRV032

Pre-requisites

- Advanced Paramedic Skills (ESRV024)
- Ambulance Operations and Driving Skills (ESRV026)
- Clinical II (ESRV001)
- Fitness II (RECR064)
- Legal and Ethical Issues (LAWS052)
- Patient Care III (ESRV031)
- Patient Care III Labs (ESRV035)

Co-requisites

- Comprehensive Lab Review (ESRV036)
- Crisis Management (SOCI014)
- Paramedic Consolidation (ESRV003)

The student will review the pathophysiologies, clinical manifestations, assessments and treatments of illnesses and injuries for concepts covered in other semester work with a focus on preparing the student for independent practice and the AEMCA exam. The course will also introduce the student to ancillary material that augments core concepts already taught.

Units: 60.00
Hours: 60.00

Crisis Management

Course Number: SOCI014

Pre-requisites

- [Introduction to Psychology for Paramedic \(SOCI057\)](#)

Co-requisites

- [Comprehensive Lab Review \(ESRV036\)](#)
- [Comprehensive Theoretical Review \(ESRV032\)](#)

This course will examine the theoretical and practical applications of crisis management and personal safety for the paramedic. The course will consider stress, stages of crisis, awareness of safety and intervention associated with crisis response protocol and critical incident stress management.

Units: 30.00

Hours: 30.00

Paramedic Consolidation

Course Number: ESRV003

Pre-requisites

- [Advanced Paramedic Skills \(ESRV024\)](#)
- [Ambulance Operations and Driving Skills \(ESRV026\)](#)
- [Clinical II \(ESRV001\)](#)
- [Fitness II \(RECR064\)](#)
- [Legal and Ethical Issues \(LAWS052\)](#)
- [Patient Care III \(ESRV031\)](#)

	<ul style="list-style-type: none"> • <u>Patient Care III Labs (ESRV035)</u> <p>Co-requisites</p> <ul style="list-style-type: none"> • <u>Comprehensive Lab Review (ESRV036)</u> • <u>Comprehensive Theoretical Review (ESRV032)</u> • <u>Crisis Management (SOC1014)</u> <p>This course allows the student to work regular shifts with a paramedic crew in the ambulance and will give the student an opportunity to integrate and consolidate theory and skills from all semesters. A paramedic preceptor will guide the student through the daily professional practice of a paramedic.</p> <p><i>Units: 360.00</i> <i>Hours: 360.00</i></p> <p><u>Key Issues:</u></p> <ul style="list-style-type: none"> • Coordination of field placements is not accurately captured anywhere for workloading purposes. Currently SWFs reflect faculty coverage and evaluation of students in the placement. Currently happens out of sync with allocated work loading on SWF contract • Advanced Paramedic Skills labs need to be reevaluated related to format of delivery • PMD labs are currently housed in a portable in the parking lot with no running water (issues is the logistics more than the water)
<p>2.6 Evaluation Methods</p> <p>Review/discuss:</p> <ul style="list-style-type: none"> • The program approach to learning assessment • The balance and frequency of 	<ul style="list-style-type: none"> • Structured scenario repetition and examination are key elements to learning and assessment with reenactment of real life situations where possible • Currently, the program relies on extensive scenario testing • Multiple choice and short answer testing incorporated as well • Changes of assessment expectations vary to meet learning outcomes throughout the program

assessment types throughout the curriculum	<ul style="list-style-type: none">Elevated pass rate of 70% for some components to equate expectations of professional examinations.
2.7 Curriculum and Diversity Review/discuss: <ul style="list-style-type: none">Program strategies that support or promote understanding of diversityCurriculum content and diversityCultural diversity and program focusDiversity and the variety of approaches to teaching and learning	<ul style="list-style-type: none">The program does not have a stand alone Diversity courseThe theme of diversity is imbedded throughout with emphasis on applying the same principles of assessment and treatment of all individuals equally. (see review panel comments at front of binder)Students are all treated respectfully by faculty

<p>2.8 Credentials Framework</p> <p>Review/discuss:</p> <ul style="list-style-type: none"> • The Ontario College Credentials Framework and the extent to which the program aligns with the provincial standards • The program's current admission requirements • The suitability in relation to program rigor and student preparedness 	<ul style="list-style-type: none"> • Paramedic Ministry Program Standards (Appendix IX) • Discussion re necessity to examine overall entrance requirements in particular math & communication. These are identified as a weak area for students and a very necessary skill in the profession. GAS reformatting of both comm. and math may address this issue. • Discussion re G license requirements for admittance to program <p>ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY – CREDENTIALS FRAMEWORK</p> <p>1. SCOPE OF CURRICULUM OUTCOMES: DEPTH AND BREADTH</p> <p><i>1.1 Complexity of Knowledge and Vocational Outcomes</i> The vocational learning outcomes reflect an appropriate level of complexity and scope, matched to the rigour of the credential. They align directly to the 2008 MTCU program standards for PMD and have been considered in each course in the program.</p> <p><i>1.2 Essential Employability Skills</i> The program meets the Essential Employability Skill requirements of the Program Standards. Many of the skills are embedded throughout the course curriculum and in some instances distinct and separate courses have been created to support the acquisition of the PMD diploma.</p> <p><i>1.3 General Education</i> The program meets the General Education requirements of the Program Standard as evidenced by 4 General Education courses as well as complying with Fleming's general education policy. (again, under discussion given implementation of new policy)</p> <p>2. TYPICAL DURATION FOR COMPLETION</p> <ul style="list-style-type: none"> • Ontario College Diploma PMD admission requirements include OSSD with the majority of credits at the College and Open level including: <ul style="list-style-type: none"> ○ 2 College English courses (Grade 11 or 12) ○ 2 College Science courses (Grade 11 or 12) ○ When C is the minimum course level for admission, U and U/C level courses
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	<p>are also accepted Recommended: Grade 11 & 12 U/C Science Mature students 19 years of age and older before classes start who do not possess an OSSD can write the Canadian Adult Achievement Test to assess eligibility for admission.</p> <ul style="list-style-type: none"> Student preparedness related to admission requirements does not appear to be adequate in all circumstances. Frequent feedback from students related to their lack of awareness of the level of difficulty of the program, specifically the lifting requirements and physical demands of the job. <p><u>Future Considerations:</u> Student preparedness perhaps could be better captured in Marketing material and Open house information sessions particularly related to level of physical fitness.</p>
<p>2.9 Learning Pathways</p> <p>Review/discuss:</p> <ul style="list-style-type: none"> Recent or anticipated initiatives that promote student pathways including high school articulations, dual credit, program laddering, and university transfer or articulations, and partnerships 	<ul style="list-style-type: none"> Graduates of program are eligible to enroll in UOIT's 2 year degree for post-diploma health disciplines graduates who are externally tested. This B of Allied Health will also qualify graduates to apply for Masters level studies. (Appendix X)
3.0 Student and Graduate Satisfaction	Summary of Key Findings
<p>3.1 Formal Measures of Student and/or Graduate Satisfaction</p> <p>Review/discuss:</p> <ul style="list-style-type: none"> Key performance indicator results for the program with focus on key performance indicators 4, 8, 9, and 11 	<p>2008 KPI Reports (Appendix XI)</p> <p><u>KPI4 – Graduate Satisfaction with Generic and Vocational Learning Outcomes</u> Program difference 1.98 % College difference 2.6 %</p> <p>Fleming is ranked # 9th</p>

<ul style="list-style-type: none"> • Program status and positioning in relation to other programs of a similar type (where applicable) • Course evaluation summary feedback (where available) • Learning Support Services (LSS) summary and feedback • Themes or issues emerging from review of course feedback 	<p><u>KPI8- Student satisfaction with learning experiences</u> Program difference 0.452% College difference 1.45 %</p> <p>Fleming ranked # 11th</p> <p><u>KPI9 Student satisfaction with teachers</u> Program difference - 12.87 % College difference 2.51 %</p> <p>Our student satisfaction with teachers placed Fleming 17th. Honest analysis of course evaluations and sharing of information is key. Continued student support and professor accessibility is important.</p> <p><u>KPI11 Grad satisfaction with program</u> Program difference 6.66 % College difference 1.40 %</p> <p>90.27 % of graduates indicated satisfaction with the program placing Fleming in 3rd place.</p> <p>PMD scored well in former Tier One reviews 2006 with the School of CD& H where seven of the programs scored in the top twelve across the whole college:</p> <ul style="list-style-type: none"> • Massage Therapy was ranked #3 • Paramedic #5 <p>Tier 1 results in former process indicated attention was needed to address below average results related to Student Satisfaction with Learning Experiences and Student Satisfaction with Teachers. (Appendix XII)</p> <p><u>Themes or issues emerging from review of course feedback</u> Students identified the need for more face time with faculty and one on one time particularly with struggling students Also indicated need for more time to practice applied skills</p>
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<p>3.2 Other Measures of Student and Graduate Satisfaction</p> <p>Review /discuss:</p> <ul style="list-style-type: none"> • Student and graduate focus group outcomes • Feedback from Student Advisors • Formal or informal discussions with student and graduates such as class councils, student class representatives, or other • Feedback from debriefing sessions following field placement, clinical placement, or practicum 	<p>Most recent cohort to write PMD professional examination had a 100 % pass rate!</p> <ul style="list-style-type: none"> • Student representation on Advisory Board <p><u>Feedback from Student Advisors</u></p> <ul style="list-style-type: none"> • More work in driving • Interviewing • Portfolio building • Increase in lab helpers • Decrease in student/teacher ratio in lab • Remodel: Communications For PMD – more PMD specific <ul style="list-style-type: none"> ○ Remove 1 hour CHC lecture ○ Computers for PMD doesn't have PMD specific information in it <p><u>Future Considerations:</u> Increase formal use of the professional portfolio into clinical and field courses</p>
<p>4.0 Employment Trends</p>	<p>Summary of Key Findings</p>
<p>4.1 Employment</p> <p>Review /discuss:</p> <ul style="list-style-type: none"> • Graduate employment statistics over the last few years, including those employed in the field, in a related field, outside the field, or unemployed, and any emerging patterns in this data • Student preparedness for entry-level positions • Emergent employment trends such as new types of positions, changing 	<ul style="list-style-type: none"> • See Grad Report (Appendix XIII) • Overall employment rate is 86.4 % with 63.6 % working in related employment. The H & W School total is 77.6 % and the College total is 62.9 % (in related field). • Recent graduates are employed throughout Ontario including Quinte, Peterborough, Cornwall, Toronto, Durham, Northumberland and Count of Frontenac (9 full-time & 5 part-time) <p>See Health Miscellaneous Employment Profile 2005-2006 Graduates & News Release (Appendix XIV)</p> <ul style="list-style-type: none"> • Paramedic, and other paramedical occupations remains #1 in the top five occupational categories indicated

job market, regional trends, or emerging skill shortages	
4.2 Other Graduate Destinations Review /discuss: <ul style="list-style-type: none">• Alternative graduate destinations such as ongoing education, international opportunities, volunteer service, or other experiences	<p>First Responder jobs in other fields</p> <ul style="list-style-type: none">• Hydro Tobermory• Mining in Alberta <ul style="list-style-type: none">• Advanced Care Paramedic and Critical Care Paramedic training is an option• Other graduate destinations include working for medical transfer companies

5.0 Strategic Positioning	Summary of Key Findings
<p>5.1 College Alignment</p> <p>Review /discuss:</p> <ul style="list-style-type: none"> • Program alignment with college priorities such as vision, mission, values, strategic plan, academic framework, the educational mandate, and/or academic priorities of the School • Opportunities for new program initiatives based on Program, School, or community strengths 	<p>Fleming Colleges' Vision & Mission</p> <p>Fleming's Vision: Students succeeding through opportunities, challenge, and support</p> <p>Fleming's Mission Fleming champions personal and career success through applied learning We contribute to community success and environmental sustainability through programs, services, and applied research.</p> <p>Fleming's Values: Put student learning first Value people and community Commit to our environment Waste nothing-not time, talent or resources Take inspiration from Sir Sandford Fleming. Innovate with vision, then implement with excellence.</p> <p>Aim of Program</p> <p>The aim of the program is to provide professional preparation for learners wishing to pursue careers as Primary Care Paramedics. Upon successful completion of this program graduates will be eligible to qualify as Primary Care Paramedics (PCP) by writing the Ministry of Health's Emergency Care Attendant certification examination. Certification as an Emergency Care Attendant (EMCA) is necessary to qualify for full-time employment as a Primary Care Paramedic in the Province of Ontario.</p> <p>What it takes to succeed As with other health-care professions, PMD students have to be compassionate, empathetic, and have a genuine concern for people. There are a few other qualities and skills which will help in the program and future career: problem solving ability, emotional maturity, trustworthiness, respect for diversity (age, gender, ethnicity, etc.) , ability to</p>

establish boundaries, strong interpersonal skills, good organization and communication skills, and ability/willingness to work long hours

Students will be required to complete a personal health review and acquire CPR (C level) and Standard First Aid Certification prior to classes. Students would benefit by having basic computer skills including e-mail, word processing, file management and internet web browsing.

Need more emphasis on physical strength, emotional stability, strong interpersonal skills, and stress management. Able to manage long hours and shift work, and overtime.

School of H & W Operational Plan (Appendix XV)

Objective 1: Achieving Excellence in Student Learning

- PMD faculty participation in PD sessions
- Full program participation in Program Review process
- Plans to improve field experiences

Objective 2: Providing Superior Services & Facilities

- Full utilization by faculty of Gradebook and course web pages

Objective 3: Growing with Results

- Develop plan to implement review course for final exam

Future Considerations:

Develop a prep course for the PMD professional examination

Potential Linkages and articulations See UOIT multilateral bridge (Appendix X)

<p>5.2 Competitor Programs</p> <p>Review /discuss:</p> <ul style="list-style-type: none"> • Key parallels and differences between this program and those of its closest competitors where applicable • “Value-added” program distinctions and attractiveness to prospective students 	<p>Competitor programs publicly & privately funded (Appendix XVI) include:</p> <ul style="list-style-type: none"> • Ontario College programs • Private College programs • University programs – U of T collaboration with Centennial College • While our program does not vary significantly from other College competitor PMD programs, the attractiveness to prospective students centers around Fleming College itself. Our small college environment is within close distance to the G.T.A. and has a real appeal to students. They find the atmosphere supportive and less overwhelming than a large GTA college, but are not sacrificing their social obligations and opportunities by moving to Peterborough. • Access to dedicated lab. Plentiful up to date equipment. Experience and enthusiastic Faculty.
<p>6.0 Enrolment Trends</p>	<p>Summary of Key Findings</p>
<p>6.1 Demand for the Program</p> <p>Review /discuss:</p> <ul style="list-style-type: none"> • Patterns in the number of program applicants, number of qualified applicants, applicant profile, and number of registrants over the past 6 years • Patterns in the student demographic profile, including level of maturity, prior knowledge, technological literacy, work experience, and expectations • Impact of this changing student profile on program curriculum if applicable 	<ul style="list-style-type: none"> • Number of applicants have decreased after first intake (2003) and then leveled off • There are consistently more non-secondary students registering than secondary, predominately in the 19 – 29 years-of-age demographic. Gender applicants have equalized over the last 3 years (Appendix XVII) • LSS – appears to be a higher % of students with increased learning needs (Appendix XVIII)

<p>6.2 Student Progression</p> <p>Review /discuss:</p> <ul style="list-style-type: none"> • Student success on a semester by semester basis over the last six years • Success of the strategies adopted to improve student success and retention if applicable 	<p>Retention of students from semester to semester (Appendix XIX)</p> <ul style="list-style-type: none"> ○ Retention from 2003 – 2007 indicates an average retention for the following semesters ○ Sem 1 – sem 2 : 79% ○ Sem 2 – Sem 3: 71% ○ Sem 3 – Sem 4: 96% ○ The program generally has a higher attrition/fail rate in earlier semesters. Students enrolled in Sem 4 have almost a 100% success rate.
<p>7.0 External Relations</p>	<p>Summary of Key Findings</p>
<p>7.1 Alumnae</p> <p>Review /discuss:</p> <ul style="list-style-type: none"> • Alumnae involvement in the program • Existing strategies to engage alumnae in the program • Future plans to build on alumnae support 	<ul style="list-style-type: none"> • Alumni Often Return To Help With Lab Sessions And Testing • Faculty continue to promote this message to current students to return to help in labs post- graduation. <p><u>Future Considerations:</u> Plans to build on alumnae support</p>
<p>7.2 Community Relations</p> <p>Review /discuss:</p> <ul style="list-style-type: none"> • Scholarships, donations, sponsorships, or special grants • Significant partnerships, relationships, connections, or offers of support from the community that help to enrich the program and the 	<ul style="list-style-type: none"> • Paramedic Program Faculty Award: presented to a graduating student of the PMD program for outstanding academic achievement • Paramedic Program Faculty Award: presented to a graduating student of the PMD program for outstanding practical achievement in both the Paramedic lab and field testing • Peterborough Paramedics CUPE Local 4911 Award: presented to a graduating student of the PMD program who has demonstrated commitment and motivation to the program as exemplified by both personal and academic goals

<p>student experience</p> <ul style="list-style-type: none">• Faculty, staff, and student involvement in volunteer projects and events.• Contributions to the non-profit sector community by program-associated faculty and staff including committee or board service	<ul style="list-style-type: none">• Amanda Finch award through OPA• OPA annual conference acknowledges students• School visits by faculty – Rhema and Crestwood• Graduate students volunteer in current PMD labs• Mary Osinga (f/t faculty) is the current president of the Ontario Paramedic Association• Students regularly participate in spring disaster scenarios• Future plans included participation in the City of Peterborough mock disaster day.
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<p>7.3 Program Advisory Committee</p> <p>Review /discuss:</p> <ul style="list-style-type: none"> • The distribution of Committee membership by constituency, sector, and/or region • The vitality of the Committee such as frequency of meetings, and members' level of participation, engagement, and turnover • The extent to which Committee operations are aligned with the Fleming College Advisory Committee Orientation Manual and Advisory Committee policy. 	<ul style="list-style-type: none"> • PMD Advisory Board Membership (Appendix XX) • Distribution of committee membership with representation from all area ambulance services, regional base hospital, ministry of health and Fleming College • Participation of student representation from all 2 years of the programs • Established questionnaire for recent meeting • Meet generally twice a year • Minutes are taken and distributed after each meeting
<p>8.0 Program Resources</p>	<p>Summary of Key Findings</p>
<p>8.1 Human Resources</p> <p>Review /discuss:</p> <ul style="list-style-type: none"> • Program-connected faculty, technician, and technologist distribution including full-time, part-time, sessional, and cross-appointments • Profile of Dean, faculty, and staff teaching and/or associated with the program including cumulative credentials, scholarship, work-related experience, and teaching 	<p>Dean:</p> <p><u>Credentials:</u> B.Sc. (P.T.), M.Sc. (Physiology)</p> <p><u>Work related experience:</u> Clinical practice (specialty in cardio/resp care), University of Toronto 5 years, Ass't Professor, Dept. of Physical Therapy, Self employed: education & consulting, Clinical Practice Guidelines, SSFC: Professor, Curriculum Lead, Coordinator, ATL, Dean</p> <ul style="list-style-type: none"> • 2 F/T faculty • Supported with part time and partial load contract faculty. <p>The full time and part time faculty associated with the PMD program offer impeccable credentials and expertise. (see appendix XXI)</p>

<ul style="list-style-type: none"> expertise • Significant faculty or staff accomplishments such as awards, credentials, and contributions to the community • Contributions to the professional community or industry by program-associated faculty and staff including membership, research, and presentations • Current staffing for the program • Hiring priorities over the next few years in relation to program numbers, curriculum, delivery methods, and areas of specialization, or generalization • Current professional development and renewal plans in relation to program or student needs 	<ul style="list-style-type: none"> • Hiring priorities over the next few years in part will focus on field placement planning • Current professional development plans in relation to program or student needs
<p>8.2 Physical Resources</p> <p>Review /discuss:</p> <ul style="list-style-type: none"> • Program costing information • Scope of current program resources such as laboratory equipment, software, library holdings, or tools essential to or which enhance program delivery or student learning • Adequacy of above resources in the context of program outcomes, program currency, and student 	<p><u>Program Costing Data:</u> (Appendix XXII)</p> <p>05/06 (n=72) Revenue: \$ 569,419 Net = 43.5% Cost per student: \$4,469</p> <p>04/05 (n =60) Revenue: \$ 473,852 Net = 44.8% Cost per student: \$ 4,362</p> <p>03/04 (n=35)</p>

<p>numbers</p> <ul style="list-style-type: none">• Program specific external revenue such as contributions, grants, or gifts-in-kind• Other externally generated income if applicable	<p>Revenue: \$ 274,755 Net = 32.9% Cost per student:</p> <ul style="list-style-type: none">• Lab in portable as of fall '06• Simulator equipment• Ambulance – maintenance
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Based on an analysis of your key findings, identify curriculum areas that require attention. Generate recommendations and develop an action plan that reflects the program's priorities and its capacity to achieve them.

Program Review Action Plan	Responsibility	Timeframe
<p>Identified gaps:</p> <p>1) Communications: Gen-ed course can not capture discipline specific communication needs of PMD.</p> <ul style="list-style-type: none"> • PMD written documentation • (coding, data collection, medical terminology) • Radio communication/radio operator license? • Incident reporting <p>2) Organizing of field placement and consolidation placements</p> <ul style="list-style-type: none"> • Currently happens out of sync with allocated work loading on SWF contract • In fact, coordination of field placements is not captured anywhere. What is currently SWF'd is for faculty coverage and evaluation of students IN the placement. (this situation has been addressed sufficiently in 09/10 workloads) <p>3) Address awkward logistics of PMD lab</p> <ul style="list-style-type: none"> • Currently housed in portable in parking lot • No water or bathrooms • Especially difficult during testing when more space is needed and students must wait outside at times during inclement weather. <p>4) Multiple course name changes</p> <p>5) Ambulance Operation & Driving Skills ESRV26 2009 move to sem 1 from Sem 3 - 2 hr seminar</p> <ul style="list-style-type: none"> • Driving course in Sem 3 is too late. Students are often doing driving tests for employment in Sem 4 and they have little driving experience if they only just got their F license. • Reflect 1 hr lec and 1 hr lab (ideally 1 hr lec and 2 hr lab) • Additional resources required as a second instructor (2 vehicles are used) 16 hrs – 4x4 hr sections 	<p>Linda & John & GAS (new gen-ed policy discussions)</p> <p>John & Mary & Linda</p> <p>Carol & John & Janice C</p> <p>See document</p> <p>John, Linda, CLT & Carol</p>	<p>On-going</p> <p>completed</p> <p>On-going</p> <p>On-going costing</p>

<p>6) Psychology for PM SOC157</p> <ul style="list-style-type: none"> Move to Sem 3 from Sem 2, Sept 2009 – 1 hr lec & 2 hr sem <i>PLUS</i> 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. 	GAS & E, H & W	ASAP
<p>7) Fitness 2 RECR64 Jan 2009 move to Sem 2 from Sem 3 - 2 hr seminar</p>	John & Mary & Carol & registrar	On-going
<p>8) HLTH65 Health Care Concepts 45 hr Move to sem 3 from sem 1 PLUS ultimately drop and Replace with Research and Professional Practice 2 hr seminar. (currently faculty are in discussion re: draft course outline)</p>	John & Mary	On-going
<p>9) Lifting Standards? Does this need to be addressed? Update fitness/ lift policy</p> <ul style="list-style-type: none"> Implement some sort of minimum lifting standard for acceptance into program. We have had students fail only due to not meeting lifting standards at end of first year. 	Carol & registrar	ASAP
<p>10) New MTCU standards – alignment to current curriculum</p>	John, CLT & Linda	Summer project 2010 priority
<p>11) G license requirement for admission</p> <ul style="list-style-type: none"> 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. 	John & CLT & Tina R	On-going

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