|  |  |
| --- | --- |
|  | **2014** |
|  | EMS Program  State Accreditation |

|  |
| --- |
| **EMS Program Self-study** |
|  |

******

Contents

[A. Program Data 2](#_Toc382310297)

[B. Instructional Program 4](#_Toc382310298)

[C. Staffing 7](#_Toc382310300)

[D. Financial Resources 9](#_Toc382310301)

[E. Facilities 10](#_Toc382310302)

[F. Instructional Aids, Supplies, and Materials 10](#_Toc382310303)

[G. Equipment 11](#_Toc382310304)

[H. Support Services 11](#_Toc382310305)

[I. Program Administration 12](#_Toc382310306)

[J. Program Information 13](#_Toc382310307)

[K. Program Information 14](#_Toc382310308)

[L. Advisory Committee 15](#_Toc382310309)

[M. Safety 15](#_Toc382310310)

[N. Student Records 16](#_Toc382310311)

[O. Program and Course Evaluations 17](#_Toc382310312)

# Program Data

1. *Name and Address of college*

Southwestern Oregon Community College

1988 Newmark Ave.

Coos Bay, OR 97420

1. *Name, title and phone number of preparer*

Terry Mendez, Paramedic Program Director

541-888-1554

1. *Name, title and phone number of program administrator*

Diana Schab, Dean Career Technical Education

541-888-7312

1. *Institutional Accreditation Status*

Southwestern Oregon Community College is accredited through the

Northwest Commission on Colleges and Universities and are currently in year two of a seven year cycle.

The Paramedic is accredited through the

Commission on Accreditation of Allied Health Education Programs (CAAHEP) through March of 2018.

1. *Program title and levels of EMT courses offered*

Emergency Medical Technology-Paramedic

Current offerings:

* EMR
* EMT
* Paramedic
* AEMT- Will provide Fall 2014 pending CCWD approval of course outline

1. *Type of degree or certificate offered*

* Currently offering the AAS Emergency Medical Technology-Paramedic
* One year EMS certificate- Pending State Approval
* EMS Technician I certificate- Pending State Approval
* EMS Technician II certificate- Pending State Approval
* Advanced EMS Technician (Employability Skills Certificate)- Pending State Approval

1. *List the number of students enrolled in the program as described below:*

Number of certification courses offered during the last two years

* + EMR-5
  + EMT- 5
  + Paramedic-2

|  |  |
| --- | --- |
| **2011-2012** | **Students** |
| Level | Begin Course | | End Course | NREMT PASS/FAIL |
| EMR |  | |  |  |
| EMT | 71 | | 56 | 30 of 31 Certified |
| Paramedic | 10 | | 8 | 8 Certified |
| **2012-2013** | **Students** |
| Level | Begin Course | | End Course | NREMT PASS/FAIL |
| EMR | 51 | | 44 |  |
| EMT | 46 | | 28 | 16 of 23 Certified |
| Paramedic | 11 | | 10 | 7 of 8 Certified |

1. *Degrees and Certificates conferred*

AAS Emergency Medical Technology-Paramedic

1. *If this program articulates with secondary programs, please describe*

N/A

1. *Provide a narrative on the historical development, goals, and objectives of the program and any unique characteristics.*

The EMS program at SWOCC began in the early 1990’s. Until 2008 SWOCC offered First Responder, EMT-Basic, and EMT-Intermediate. During this tenure Paul Reynolds was the director of the EMS courses offered, and students could earn a one year EMT certificate. In 2008 SWOCC officially began a two year degree program with the offering of Paramedic. Terry Mendez was hired to instruct and oversee the Paramedic course. During the initial phase of the degree and the paramedic, Paul Reynolds continued as director. As a result in program growth, Terry Mendez was appointed the Director of EMT/Paramedic at SWOCC in 2010 which allowed us to assure a cohesive, seamless program from the EMR level to the Paramedic. SWOCC currently offers the EMR, EMT, and Paramedic levels with planned implementation of the AEMT (pending CCWD approval) in the 2014-2015 academic year. In March of 2013 the Paramedic gained national accreditation through CAAHEP.

Our current goals are to continue to develop, implement, and evaluate the program to assure instruction and resources meet or exceed the 2009 National EMS Educational Guidelines, the Committee on Accreditation of Allied Health Education Programs (CAAHEP) Standards, and the Oregon DHS-EMS Health Authority Standards. This will help us achieve our objective of providing high quality training to the students and communities of interest we serve within our district.

SWOCC has a unique characteristic in that we are the only Paramedic program on the Oregon Coast. We are a smaller college with a limited community of resources which has allowed us to seek partnerships for training that may not be normally sought in a larger community. These partnerships have opened great opportunities for students to interact and see a different view of health care and the larger role they may play in it.

# Instructional Program

1. *State the length of the program and or the courses offered. Include the number of clock and credit hours, and type of degree/certificate offered if applicable.*

***2014-2015 Academic Outline***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sequence by Sem/ Quarter # | Course Number | Course Title | | # Credits | | # Lecture Hours | | # Lab Hours | | # Clinical Hours | | # Field Intern-ship Hours | |
| Term 1 | MTH65 | Elementary Algebra | | 4 | | 44 | |  | |  | |  | |
| Term 1 | EMT175 | Intro to EMS | | 3 | | 33 | |  | |  | |  | |
| Term 1 | HE250 | Personal Health | | 3 | | 33 | |  | |  | |  | |
| Term 1 | PSY201 | General Psycology | | 3 | | 33 | |  | |  | |  | |
| Term 1 | SP218 | Interpersonal Communication | | 3 | | 33 | |  | |  | |  | |
| Term 2 | EMT151 | EMT Part 1 | | 5 | | 44 | | 33 | |  | |  | |
| Term 2 | EMT170 | Emergency Response Communication/ Documentation | | 2 | | 22 | |  | |  | |  | |
| Term 2 | EMT171 | Emergency Response Transportation | | 2 | | 11 | | 22 | |  | |  | |
| Term 2 | Chem110\*\* | Foundations of General, Organic, & Biochemistry \*prerequisite | | 4 | | 44 | |  | |  | |  | |
| Term 2 | AH111 | Medical Terminology | | 3 | | 33 | |  | |  | |  | |
| Term 3 | EMT152 | EMT Part 2 | | 5 | | 33 | | 23 | |  | |  | |
| Term 3 | EMT | EMT Internship | | 1 | |  | |  | | 12 | | 20 | |
| Term 3 | EMT169 | EMT Rescue | | 3 | | 22 | | 33 | |  | |  | |
| Term 3 | CJ203 | Crisis Intervention | | 3 | | 33 | |  | |  | |  | |
| Term 3 | WR121 | English Composition | | 3 | | 33 | |  | |  | |  | |
| Term 3 | CIS120 | Concepts of Computing | | 4 | | 44 | |  | |  | |  | |
| Term 4 | BI231, BI232, & BI233 | Anatomy and Physiology Sequence | | 12 | | 81 | | 81 | |  | |  | |
| Term 5 | EMT296 | Paramedic Part 1 | | 12 | | 110 | | 66 | |  | |  | |
| Term 6 | EMT297 | Paramedic Part 2 | | 12 | | 66 | | 55 | | 132\* | |  | |
| Term 7 | EMT298 | Paramedic Part 3 | | 9 | | 55 | | 33 | | 99\* | |  | |
| Term 7 | EMT280F | Cooperative Work Experience | | 7 | |  | |  | |  | | 231\* | |
|  |  |  | |  | |  | |  | |  | |  | |
|  |  |  | |  | |  | |  | |  | |  | |
| Totals ===> | | | 102 | | 807 | | 346 | | 143 | | 251 | |

\*Paramedic students perform a minimum of 240 hours in the field as per OAR, and 270 hours in clinical which is documented through FISDAP.

\*\* Prerequisite

SWOCC currently offers the AAS Emergency Medical Technician-Paramedic and (pending CCWD approval) will be offering the following Certificates of Completion:

* EMS Technician I
* EMS Technician II
* One Year EMT Certificate
* Advanced EMS Technician Certificate (Employability Skills Certificate)

1. *List any and all courses which comprise the total curriculum. Include course numbers, titles, credit values, and clock hours for didactic, clinical and internship components of each course.*

See Section B1.

1. *Include copies of all DHS EMS & TS course approval forms for the past two years.*

Please see Appendix A for approvals.

*Didactic Instruction*

1. *Describe how the curriculum follows the DHS EMS & TS prescribed curriculum at each level.*

Each level is instructed using texts that meet or exceed the 2009 Nation EMS Education Standards. These texts come with instructor support materials which include lesson plans that follow this curriculum as well.

All skills training and competencies meet NREMT, 2009 National EMS Education Standards, and CAAHEP/COAEMSP standards. Our skills tracking is completed through National Registry Skill sheets as well as text provided skill sheets, and skill completion data is also tracked using FISDAP software.

Students also complete required clinical and field internships as a capstone to their didactic and laboratory settings. These skills and competencies are tracked through program documentation and FISDAP software.

Please see Appendix B for course outlines and syllabi.

*Clinical Instruction*

1. *Provide a comprehensive list of agencies where students complete clinical observations and or ride times. List the names, titles, and phone numbers of the primary contact between the school and each agency.*

Clinical Sites:

Bay Area Hospital- Jessica Quinlan, Nursing Director of ED and ICU (541) 888-8111

North Bend Medical Center- Barb Conway, (541) 267-5151 (Paramedic)

Coquille Valley Hospital- Margie Cooper, Human Resources Manager (541) 396-1069

1. *Provide a copy of the goals and objectives for each clinical rotation.*

Please see Appendix C for clinical goals and objectives.

1. *Describe how the overall clinical resources are educationally efficient and effective in achieving the program’s goals and objectives.*

EMT students are assigned to the Emergency Department at Bay Area Hospital. Here they will learn patient assessment techniques and treatment modalities for live patients experiencing various types of medical emergencies. They are allowed to practice their full scope of practice under the direct supervision of an ED RN or MD. This rotation assists the student in putting practice into context of what they have been learning in didactic and laboratory settings in the classroom.

AEMT students will follow the same clinical rotation as EMT students with the addition of more hours.

Paramedic students are assigned to various rotations throughout the hospital and local medical clinics to achieve the same level of context we wish to see in our EMT students. Paramedic students are placed in more diverse and advanced settings to see an overall picture of patient care from the street to discharge and everything in between. They are placed into a surgical rotation to perform live intubations in a controlled setting under the direct observation of an anesthesiologist or nurse anesthetist. They are assigned intensive care rotations to observe and participate in critical patient medications and advanced treatments for the critically sick and injured. They are also assigned to labor and delivery, pediatrics, mental health, telemetry, and the emergency department to gain a full perspective of the health care system and its parts.

1. *Describe the supervision that occurs in each clinical rotation.*

Students are assigned to a clinical rotation and the affiliate agency assigns an internship preceptor to guide and facilitate the training of the student. Currently preceptors are required to sign off on program competencies which are given to each student prior to the student entering the internship site. Beginning spring 2014 students will also be required to obtain a completed daily evaluation form for the students’ affective, psychomotor and cognitive domains from the preceptor. Student progress is tracked through FISDAP and monitored by the clinical coordinator for the program.

1. *Provide any evidence to suggest that students have adequate and appropriate access to patients in each clinical setting.*

Please see Student Records for FISDAP documentation

1. *Provide any evidence to suggest clinical sites are adequate to meet program goals.*

Please see Student Records for FISDAP documentation

*Field Internships*

1. *Provide a comprehensive list of where students complete internships. List the names, titles and phone numbers of the primary contact between the school and each agency.*

Field Sites:

Bay Cities Ambulance- Randy Booker, Supervisor (541) 269-1155

Coquille Ambulance- Eston White, Paramedic (541) 396-2232

Myrtle Point Ambulance- John Aldrich, Paramedic (541) 572-2993

1. *Describe the process by which students are assigned preceptors.*

EMT students are assigned to a clinical or field internship site by the course director. The agencies then take responsibility of assigning the appropriate preceptor for each individual student. The program assures through face to face meetings with the agency that the appropriate level preceptor is being assigned to the appropriate level student.

1. *Describe the medical accountability in each internship site.*

Our Medical Director maintains responsibility over the students’ progress and scope of practice during the course as it relates to pre-hospital medical care. The Medical Director works closely with the Program Director to review/discuss student progress in the program as well as concerns that may require the Medical Director to intervene. This includes but is not limited to:

* Student behavioral problems
* Poor academic performance
* Internship performance issues

The specific agencies medical director assumes no responsibility for the student during internships. SWOCC also covers students with liability insurance during all internship activities. Students’ progress and reports are evaluated by the clinical coordinator and if a problem arises, they are brought to the attention of the Medical Director for investigation and/or action to be taken. All field internship sites in use also maintain their own QA program and evaluation for their staff.

1. *Provide a copy of the written goals and competencies to be attained for all field internships.*

Please see Appendix C for field goals and competencies

# Staffing

1. *Describe the qualifications of the program administrator, and attach a resume or CV, and position description.*

The Program Director is Terry Mendez. The Program Director provides program oversight in cooperation with the program Medical Director, as delineated in the Program Director job description and adopted by a Memorandum of Understanding. The Program Director coordinates the program faculty team. The Program Director leads faculty team meetings regularly to ensure alignment and quality of program instruction and assessment meet current standards and guidelines. In addition to CoAEMSP program oversight duties the Program Director as lead faculty is also responsible for institutional program review of the EMT/Paramedic Program. Southwestern requires annual assessment and review of program student learning outcomes, and a comprehensive program review every three years.

Administration over the program is Diana Schab,***Dean of Career Technical Education.***

**Please see Appendix F for resume and position description for the Program Director.**

1. *List the course directors for each course presently being offered or that has been offered in the last two years. Provide documentation indicating that each director meets the requirements as outlined in OAR 333-265-0020(1)(c), 2, 3, and 4.*

Terry Mendez- Course Director for Paramedic

John Magruder- Course Director for EMT

Tami McVey- Course Director for EMR

1. *Provide a list of lab assistance, and their level of certification*

Ivan Hultin- Paramedic

Ben Rolicheck- Paramedic

Eston White- Paramedic, RN

John Magruder- Paramedic

Kyndra Brown- PA/Paramedic

Dan Tolman Jr.- Paramedic

David Stollery- Paramedic

John Aldrich- Paramedic

Evan Johnson- Paramedic

Lucas Taylor- Paramedic

Tami McVey- Paramedic

Jeremy Pittz- Paramedic

Justin Farren- Paramedic

Steve Takis- Paramedic

Rick Cooper- EMT

Dave MacManiman- Intermediate

Kevin Manley- EMT

Casey McGrew- EMT

1. *Provide a list of guest lecturers and topics they present.*

We currently are not using “guest” lecturers as our courses are taught in “teams”. Our “teams” divide instructional duties according to the strengths of the instructor. We use part-time faculty for the instruction of the lower level EMT course and instructors are used from this “pool”. These are the same instructors listed above in section C3.

1. *Identify the Medical Director and describe his/her background and role within the program.*

The Medical Director for our program is Dr. James Woods. Dr. Woods is an ER Physician with extensive background in emergency and pre-hospital medicine. He has experience as a Physician Advisor for EMS agencies as well, and is currently the Medical Director for Bay Cities Ambulance in Coos Bay, Oregon.

1. *Describe any financial support provided to faculty to meet continuing education requirements.*

Full-Time and Part-Time Faculty have access to faculty development funds every year to attend conferences or training that the college is unable to provide on site.

# Financial Resources

1. *What is the amount of the annual operating budget for the program?*

See Appendix E

1. *Provide evidence that the financial resources are assured for continued operation of the classes for the students enrolled.*

Refer to Appendix E. The budget also includes student fees which are board policy. It was found that the EMT courses required greater funding than what the general fund allowed. In answer to this, fees were developed and voted upon by the schools board of directors. These fees allow the program to assist with the cost of the Medical Director, uniforms, drug screening, disposable items, and other needed expenditures required to make the program sustainable.

1. *Does the program administrator have direct control over budget expenditures and allocations?*

The Program Administrator (Dean Schab) along with the program assistant work to complete the programs annual budget. With input from the Program Director the budget is approved to assure sustainability of the current year course offerings and prepare for possible future changes to the program.

We have a multi-step process for program expenditures and allocations. A request is made and the Program Director is the first of several approval steps required for funds to be distributed to the appropriate vendor.

1. *Does the budget provide adequate funds for instructional materials, supplies, equipment repair, etc.?*

Our current budget for the program meets the need of the program for instructional materials, equipment repair, disposables, etc. We have also been able to receive several grants that have allowed us to obtain more modern and technologically relevant equipment.

1. *Where might the program put additional resources if available?*

The program would put the resources to gain an additional full-time faculty position for the instructional growth of the program. This would allow the program to offer more sections of course offerings and in different formats.

1. *How is funding for new and replacement equipment procured?*

Currently the program staff works with the Dean to develop a three to five year replacement cost analysis for future needs of equipment replacement and procurement. This allows the program to work closely with the Dean to assure the budget is sufficient for the upcoming needs of the program and the equipment required to meet out course and program objectives.

# Facilities

1. *List the location of class(es). Be specific (e.g., building number or room number, etc.). If classes are offered off campus give specific locations.*

EMR- Courses are held on the Coos Bay Campus in Sumner 12.

EMT- Courses are held on the Coos Bay Campus in Sumner 12 as well as Sumner 11 in which we provide IPTV( Internet Provider TV) to our Curry Campus in Brookings.

Paramedic –Courses are held on the Coos Bay Campus in Sumner 10.

1. *List the location of staff and faculty office space(s).*

The Program Director is located on the Coos Bay Campus in B2. The Program Assistant is located on the Coos Bay Campus in Sumner 14. All Part-Time Faculty have shared offices in Lampa 1.

1. *List the location of where faculty/student conferences may occur.*

Faculty/students conferences occur in Sumner 14 or B2 where there is adequate privacy to discuss student program issues or counseling.

# Instructional Aids, Supplies, and Materials

1. *List the teaching aids and instructional materials readily available to the instructor(s).*

To assure that we meet or exceed the 2009 National EMS Education Guidelines the program currently uses publisher provided lesson plans that are placed in binders and stored in a central location for all faculty to access. Faculty have access to on-line publisher instructor resources as well as desk copies of all instructional texts and hard copy resources. The program assures that equipment listed in the lesson plans are available and in good working order for students or faculty to use. We assure this through the employment of a part-time equipment manager.

1. *List AV materials and equipment available for instructor and student use.*

In each classroom the institution provides adequate AV equipment such as projectors, audio devices, and computers with technical support. Some classrooms have additional computers for student access for in class research projects and lab assignments. Wireless internet connection is also available for students and faculty in the classrooms.

1. *Identify independent study areas with TV monitors/ audio outlets that are available for student use.*

The institution maintains computers and private study areas throughout campus, as well as, wireless internet connectivity so that students may use their own computers for independent study.

1. *Identify budget allocations for supplies and annual updating of instructional materials.*

Updated instructional materials are provided by the publisher or purchased through the ordering process as budget and need allows. Supplies are purchased through the same ordering process to meet classroom needs. These are items that are considered during the budgeting process with the Program Adminstrator.

# Equipment

1. *List equipment available at each site for student use as well as for laboratory demonstration. Indicate quantities available for student use and note their adequacy for the programs offered. Include a copy of the plan to replace and upgrade equipment.*

See Appendix G for Equipment List.

# Support Services

1. *Provide a list of periodicals and books for student use, and indicate the location of where these materials are located.*

See Appendix H for Library Offerings. Program also offers copies of texts in the classroom.

1. *Indicate the operating hours of the library. If off campus EMT courses are held, indicate how students access library materials.*

Library hours are Monday-Friday 8:30am-5:00pm. Students off campus have access to the online resources of the Library including EBSCOhost and other databases. The library is also part of the Coastline and other library catalogs. Students can have a book or article mailed to them from any of the participating libraries within the network. They can mail the resource back or bring to any library in the network.

See Appendix H for Library Offerings.

1. *Describe the counseling staff available for academic and career planning.*

Currently we have a single program advisor for the degree program. Students do have access to the Student Testing and Counseling Services on campus who can assist students in deciding a career path. These students will then talk with program staff for specific information. If students are degree seeking they will meet or speak with the Program Director.

1. *Describe the tutoring assistance available to students. How are they made aware of such services?*

Currently we do not offer any “dedicated” tutoring assistance on campus for EMT course. We do offer study session for students to come in and sit with one of the EMS instructors. This is usually done at the students request and as needed basis. The school provides access to writing, math, and sciences tutoring center which is available to all students when needed. These are made aware to the students through the website, on campus announcements, and instructors.

1. *Describe student recruitment efforts?*
2. *Describe the process for taking placement tests, and how the results are utilized.*

Students are sent to the Student and Counseling Center on campus. There they are allowed to schedule a test time or receive free study material to prepare for the exam. We have set cutoff scores for the EMT and AEMT courses which are presented to the students in the application process for the specific course. For the Paramedic, as it is an institutional degree, would be placed into reading, writing, and math courses based on the scores they receive.

# Program Administration

1. *Describe the selection process. Include a description of the methods or criteria used.*

For the EMT and AEMT courses we have a separate application process. For the EMT it is a basic application to obtain student vitals and begin our student file. The EMT is a first come first serve application and requires placement test scores on the COMPASS of 31 for pre-algebra and 81 on reading. A test score of 31 will identify to the program that the student is ready for functional arithmetic. A score of 81 on the reading will identify a student will be able to read at the 10th grade level. Students must achieve these scores to be placed into the course. We also require immunizations or waivers for a complete application.

The AEMT we are developing a selection process similar to that of the Paramedic level as this is a new course offering and we will be selective initially on who participates in the course. It will have the same general requirements as the EMT but with a more selective approach (i.e. interview process).

The Paramedic requires specified degree prerequisites as well as an application and interview process. The Program Director and Medical Director are involved as well as part-time faculty in the selection and scoring process of Paramedic students. Students are scored on a points system to include GPA, experience, and interview grading using a scored rubric.

1. *Provide copies of admission policies, recruitment materials, and all information provided to prospective or enrolling students.*

See Appendix I for admission policies and other program materials.

1. *If applicable, quantify the number of students that have been turned away from the program each offering.*

Over the last five years there have been only two EMT students that did not meet the programs old reading score and only two paramedic candidates that were turned away.

# Program Information

1. *Describe where students receive information about class or program entrance procedures. This includes information such as tuition and fees, institutional and program policies, procedures and support services.*

Students receive information regarding program procedures through program staff. This includes the director, part-time faculty, and program administrative support staff. School fees are listed on the main website and the program places fee structures in the specific program course application.

Students have access to institutional policies and procedures on the main web page. They are cross referenced and placed within each course syllabi.

See Appendix B for course outlines and Appendix C, D, & E for Internship documentation.

1. *Describe the number of written and practical examinations or evaluations for each course offering.*

The Paramedic distributes approx. five to six written exams per term including the final as well as two to three research projects throughout each term. Students also perform skill examination sheets for individual skills called “skill drills” that lead to a terminal competency testing exam that uses the National Registry Skill sheets. Evaluation of skill is also performed through FISDAP with lab instructor evaluation. Students also perform several high fidelity sim scenarios which are evaluated by instructors.

The AEMT will be a new offering and as of now will follow what is being done at the Paramedic level courses.

The EMT course delivers five to six written examinations per term including the final. For the current class session we have begun to incorporate the same “skill drill” forms to help track psychomotor skills. In the next class of EMT151 practical skills testing will occur each term as is done at the paramedic level.

1. *Describe how students are evaluated in the cognitive and psychomotor domain performance for each course.*

EMS students perform skill evaluation sheets for individual skills called “skill drills” that lead to a terminal competency testing exam that uses the National Registry Skill sheets.

The cognitive evaluation takes place using written examinations. Students must maintain a “cut off” score to remain in the program. This cut off score was developed with the Program Director and the Medical Director for the program. Students must receive an overall score of 75% in each class to continue in the program for EMT courses.

1. *Describe how the institution complies with the DHS EMS & TS and NREMT standards for conducting certifying examinations. Include information such as who administrates the exams, and how practical evaluators are verified to be in good standing with the DHS EMS & TS prior to each examination.*

Written examinations are conducted through a certified Pearson’s Vue Testing Center. SWOCC is now an approved testing site for NREMT examinations.

Practical arrangements for the state practical testing are done by sending out recruitment letters from lists that Robbie Kirch has received from DHS EMS & TS of who is an EMT at a specific level in Coos and Curry County.  When a person agrees to be a proctor, Robbie then sends a list to EMS & TS to insure that they are in good standing with the state prior to the test.  Robbie only does this for Proctors and Proctor Assistants.  Robbie then uses the certifying examiner handbook that the state has issued to make sure she has all the equipment, proctors assignments, etc.

# Program Information

1. *Describe the job search and placement program at the institution.*

Students have access to services on campus which includes resume writing, interview skills, appropriate attire for an interview as well as a job forum. The job forum is where allied health employers from around the area discuss what they look for in an employee and expectations of the hiring process. EMS students are strongly encouraged to go and support CASE as well as network with local employers.

1. *How do students learn about the career center and the placement services?*

Currently we have access to CASE (Council for Advancement and Support of Education). CASE career coaches come to each EMT/Paramedic course and delivers information about the resources available on campus to them. This includes resume writing, interview skills, appropriate attire for an interview as well as a job forum. The job forum is where allied health employers from around the area discuss what they look for in an employee and expectations of the hiring process. EMS students are strongly encouraged to go and support CASE as well as network with local employers. Students are also made aware by campus notifications posted in public common areas.

# Advisory Committee

1. *Describe the makeup of the advisory committee, how many members are selected, retained and replaced. Include a list of names, titles, places of employment, and phone numbers of all committee members.*

The advisory committee is made up of communities of interest that our students derive from as well as clinical affiliates used for the internship sites. We do not have a set number or limit of participants. We attempt to maintain a representative from all communities of interest and affiliate sites as available. If a member from a represented agency leaves then we recruit a representative from that agency.

Jim Woods, MD, Medical Director SWOCC 541-404-5715

Terry Mendez, Program Director SWOCC 541-888-1554

John Magruder, Part-Time EMS Faculty SWOCC 541-888-2525

Diana Schab, Dean CTE, SWOCC 541-888-7312

Dan Tolman Jr., Paramedic Supervisor, Lower Umpqua Ambulance 541-271-2171

Robbie Kirch, EMS/FS Programs Assistant, 541-888-7432

Tim Novotny, Operations Manager, Bay Cities Ambulance, 541-269-1155

Ben Rolicheck, Former Student/ FF/Paramedic, Coos Bay Fire and Rescue, 541-269-1191

Rick Cooper, FF/EMT, North Bend Fire Dept., 541-756-3161

Jessica Quinlan, RN Supervisor, Bay Area Hospital, 541-269-8111

Jim Aldrich, Chief, North Bay Fire Dept., 541-756-3501

Dave MacManiman, Assistant Chief, Charleston Rural Fire Protection District, 541-888-3268

Joe Gregorio, Owner, Cal-OR Life Flight, 707 443-8911

Willy Burris, Assistant Chief/Training Officer, Myrtle Point Ambulance, 541 572-2993

Kenny Wells, Paramedic, Coquille Fire and Rescue, 541 396-2232

1. *Describe how often the advisory committee meets and how they contribute to the program. Include minutes from the last two years.*

The Southwestern EMS Program Advisory Committee meets a minimum of 3 times each year.

The Advisory Committee provides input, feedback, and guidance for the program. They contribute to the design of internships, new course, uniforms, needed training, and other various needs of the program.

See Appendix J for Advisory Committee Minutes

# Safety

1. *Attach a copy of the safety policy.*

See Appendix K

1. *Attach a copy of the most recent safety inspection.*

See Appendix K

1. *Identify the administrator responsible for monitoring the safety policy.*

Linda Kridelbaugh, Vice President of Administrative Services, is the administrator responsible for monitoring the safety policy. Her contact information is Phone: 541-888-7402, E-mail: lkridelbaugh@socc.edu

1. *Describe how the institution verifies that it complies with the Oregon Safe Employment Act, OR-OSHA standards, and ORS 656.046.*

Waiting on Linda K

1. *Attach Copy of applicable insurance policies.*

Waiting on Wendy Able

# Student Records

1. *Describe the institution or program (for how long do you keep your records, where, and how?).*

Currently paramedic student records are kept in the Program Director’s office for a minimum of five years. They are kept in a hard copy (3-ring binder format) and electronic (Institution secure server) as to meet CoAEMSP record retention and tracking policies. EMT records are kept in the Program Assistants office. These are also kept for a minimum five year period and contain state mandated records. We are in the process of increasing our data collection by producing new student records for the EMT that meet the same standard as the Paramedic.

1. *How are records stored for classes currently in session?*

For the Paramedic the 3-ring binders are created and stored in the Program Directors Office. These develop into the final student record for the paramedic students and serve to document progress throughout the course and terminal competency.

EMT records are also kept in a 3-ring binder and are kept as a class. These records are stored in Robbie Kirch’s office.

1. *Describe what records are kept.*

Paramedic records contain the appropriate tracking and demographic information for each student as required by the CoAEMSP. This includes:

* Applications
* Attendance and Grades
* Background Checks
* Student Skill Evaluations
* Certifications
* Clinical Evaluations
* Clinical Experience
* Counseling
* Field Evaluations
* Field Experience
* Finals
* Health Records
* Signature Forms
* Terminal Competency Forms
* Transcripts

For the EMT the following records have been currently kept:

* Applications with certifications and immunizations
* Clinical/Field check off sheet with run reports
* Attendance
* Grades
* Samples of tests
* Counseling Forms
* Signature Forms

1. *Describe what documentation exists indicating that students have successfully completed all required didactic, skills, and internship requirements prior to certification exams.*

For the EMT we have not been retaining all of our documentation as it has been handed back to the students. For the past two years the lead instructor would let the program assistant know who was cleared based off grades and attendance. “Baby boards” (practical skills stations) where completed at the end of the second term, but were not used in the final grading process.

Through faculty meetings and discussions we are in the process of increasing our student progress documentation collection with the current class session. “Skill Drill” sheets are now being used to show documented performance in individual skills throughout the course, and final practicals will be performed for a pass/fail of the psychomotor domain to be eligible for National Registry Testing. This documentation will be placed in the student files.

# Program and Course Evaluations

1. *Describe the process for evaluation of ongoing effectiveness of the instructional program.*

Currently instructors for EMT have developed an end of class evaluation form and have talked with each other on if any changes need to be made. Student ratings of instruction are also now being electronically collected. This will assist instructors in a self-evaluation process.

1. *Describe what data is gathered from students, administrators, clinical supervisors, intern preceptors and advisory committee members. How is the data used to improve the program?*

The paramedic program will begin complying with CoAEMSP survey requirements for graduate and employer surveys with the current session class. We have completed student evaluations of the instructor and the instructor has completed in class surveys that were discussed with the Medical Director on how to improve the paramedic courses if needed.

We are in the process of reviewing how to best collect the data we need for program improvement. We have used data arc in the past with poor results of return of surveys. We are planning face to face “drop off” of surveys to assure the survey has reached the appropriate individual and are planning a face to face “pick up” of surveys to assure completeness. We have tried several strategies in the past to include gift cards and have not been completely successful.