

Alabama Department of Public Health- ADPH

Office of Emergency Medical Services- OEMS



OEMS ACCREDITATION SITE VISIT

A Program Director's Guide:

Effective preparation for the site visit will facilitate the site review, ensure that your program is adequately represented by providing documentation of your processes, answer site reviewer questions, and significantly reduce your stress level. Having all potential documents available for review also demonstrates the degree of organization of your program. The following checklist will assist you in your preparations.

On the following pages is a list of documents to have available for the site visit. There are two primary methods of organizing the materials: either in 1) notebooks with labeled tabs or 2) electronic format. Either method is acceptable. They ***should be organized*** and remain available in the private conference room scheduled for the site visitors.

If the program has documents in **electronic format**, great! It is not necessary to provide another copy of items that were provided in the Credentialing Application. If the document was NOT provided with the original submission of the Credentialing Application, then provide it for the site visit.

Once you have organized the files, have another staff member review the contents against the checklist. Make sure that your key faculty members are familiar with the documents on hand and can answer all questions in their area of responsibility.

Do not hesitate to contact our office, if we can be of any assistance in preparing for your site visit.

We look forward to visiting with you soon.



OEMS Site Visit Itinerary

[School]

[City]

[Date]

8:00-8:15	Site Visit Opening/Goals
8:15-9:00	Program Director/Faculty
9:00-10:00	Medical Control Physician
10:00-11:00	Current Students
11:00-12:00	Past Students
12:00-1:00	Working Lunch
1:00-2:00	Advisory Board Members
2:00-3:00	EMS/Hospital Clinical Site Representatives
3:00-3:30	Site Visit Team Discussions/Review
3:30-4:00	Site Visit Outcome and Recommendations

Site Visit Check List:

Completed Site Visit Schedule copies. Include as separate documents:

- a. List of students to be interviewed
- b. List of graduates to be interviewed
- c. List of employers to be interviewed
- d. List of Advisory Committee members to be interviewed

Advisory Board

Current advisory committee members

Advisory committee meeting minutes and attendance for the past two (2) to three (3) years

Advisory committee meeting minutes demonstrating

- who was present and who was absent, the communities of interest each member represents
- a seat for the OEMS Director (or designee)
- reviewing the program's minimum expectation
- reviewing the minimum established competency numbers

Publications

- ☐ Published program goal(s) in program promotional materials, student handbook, advisory committee minutes, website and/or other areas.
- ☐ Show WHERE this minimum expectation is posted
- ☐ Completed Resource Assessment Matrix
- ☐ [Faculty] Organizational chart or list of faculty members, full and part-time
- ☐ [Curriculum] Curriculum modification with changes and dates
- ☐ [Curriculum] Current Education Standards
- ☐ [Finances] Program budget
- ☐ [Hospital/clinical affiliations] Tracking documentation for previous cohorts
- ☐ [Field affiliations] Tracking documentation for previous cohorts
- ☐ [Instructional reference materials]
 - Access to program library
 - On-site resources
 - Databases or journals
- ☐ The following items will be inspected by the SV Team:
 - Classroom/laboratory facilities
 - Ancillary student facilities
 - Equipment/supplies
 - Ancillary student facilities
 - Computer resources
 - Faculty Offices
 - Student Handbook
 - Policy on Advanced Placement
 - Policy on Transfer of Credits
 - Policy on Credits for Experiential Learning
- ☐ [Faculty and staff CE] List of CEUs for faculty and staff or examples in employee files

- ☐ [Faculty and staff CE] Documentation of faculty development (may include programs presented at a college, internal program in-services, or local, regional, and national meetings relating to clinical care or instructional techniques)
- ☐ Advisory committee meeting minutes
- ☐ Tracking documentation for previous cohorts (looking for distribution of patient encounters and students achieving 100% of the minimum patient competency numbers)
- ☐ Clinical sites demonstrate adequate volume
- ☐ Clinical rotation schedule for three students

Job Descriptions

- Program director
- Medical director
- Clinical Coordinator (*if applicable*)
- Other

Program Director

- ☐ Written job description
- ☐ Documentation of employment
- ☐ Teaching and administrative workload assignments
- ☐ Faculty teaching schedules
- ☐ Evaluation and results of clinical field internship preceptor training
- ☐ Results of student course evaluations
- ☐ Evidence of preceptor training program
 - program content
 - dates of orientations
 - roster of attendees
 - list of preceptors and their locations
 - evidence of completion of orientation program by each preceptor
 - evaluation of the overall experience of hospital preceptors by students
 - evaluation of each field preceptors by students
 - clinical manual
 - field internship manual
- ☐ Resource assessment analysis and action plans
- ☐ Outcomes analysis and action plans
- ☐ Periodic assessment & review of evaluations of student, faculty, employer, preceptor, clinical & field internship sites
- ☐ Long range plans document
- ☐ Evidence of implementation of recommendations received
- ☐ Evidence of curriculum updates
- ☐ Any documentation of reviewed/discussed evaluation methods of program effectiveness
- ☐ Communications log, emails or written communications with Medical Director (regular basis)
- ☐ Written evidence that Medical Director has adequate participation in program
- ☐ Written evidence of adequate communication among faculty & documentation of decisions, changes (memo's or faculty meeting minutes)
- ☐ Copy of National Registry or State License
- ☐ CV with formal education/degrees & related experience

Medical Director

- ☐ Written job description
- ☐ Teaching and administrative workload assignments
- ☐ Review of surveys (student, program, clinical, field, graduate, & employer)
- ☐ Reviews/Approval of overall progress of each student
- ☐ Approval of curriculum
- ☐ Approval of terminal competency for each student
- ☐ Regular communication with PD (Checklist sign offs, email, etc.)
- ☐ Memo or letter signed and dated when the material was reviewed by medical director
- ☐ CV with formal education/degrees & related experience
- ☐ Copy of State License for each license

Faculty/Instructional Staff

- ☐ Written job description(s)
- ☐ Evidence of adequate number of faculty for the number of enrolled students
- ☐ Evidence of adequate faculty assigned to monitor students in clinical & field internship areas
- ☐ Schedules for assignments / teaching load
- ☐ CV with formal education/degrees & related experience

Lead Instructor

- ☐ Written job description(s)
- ☐ Official transcript (minimum of Associate Degree)
- ☐ CV with formal education/degrees & related experience
- ☐ Copy of National Registry or State License

Curriculum

- ☐ List of all courses required for completion of the program
- ☐ Documentation demonstrating the comparison of program curriculum with the latest National EMS Education Standards
- ☐ Lesson plans
- ☐ Syllabi
 - written course descriptions
 - learning outcomes
 - evaluation procedures to measure student competency
- ☐ Schedule for didactic lab, clinical, field components
- ☐ Evidence that the majority of the internship occurs following the didactic & clinical phases
- ☐ Approval by Medical Director (e.g., signed letter, email correspondence) and endorsement by Advisory Committee (e.g., minutes)
- ☐ Preceptor-student assignments

Resource Assessment (Optional)

- ☐ Raw surveys administered at least annually
 - Student surveys
 - Program personnel surveys
 - Graduate surveys
 - Employer surveys
 - Evaluations of faculty and guest speaker presentations by students

- Evaluations of courses by students
- Other instruments / tools used
- ☐ Documentation of implemented changes
- ☐ Evidence of action plans
- ☐ Evidence of review of the results from the action plans
- ☐ Advisory Committee Meeting Minutes

Student Evaluation

- ☐ Course examinations
 - formative exams
 - summative exams
- ☐ Documentation of comprehensive evaluation for each student in most recent cohorts, measuring
 - Affective learning domain
 - Cognitive learning domain
 - Psychomotor learning domain
- ☐ Documentation of analysis of examination items and actions taken to improve the items.
- ☐ Reliability and validity studies
- ☐ Feedback mechanisms by program to students indicating progress toward achievement of competencies
- ☐ Evidence of demonstration of skill mastery prior to entering clinical areas
- ☐ Process for grading, remediation
- ☐ Tracking system
 - verify the system's capability to allow determination of the students meeting required elements
 - document the successful performance of the required competencies for each student.
 - Pediatric age subgroups are tracked
 - Documentation of completed required skill evaluations in the laboratory prior to entry into the clinical and field settings
- ☐ Terminal Competency Form (Optional)
- ☐ Sample of patient care reports that have been audited by a faculty member with feedback to the students that demonstrates the review/evaluation process
- ☐ Documentation of course completion evaluation tool. (Final Skills Exam and Final Comprehensive Exam) Comprehensive Exam must cover all models. What method do you use to determine student competency prior to taking the National Registry Exam? Summative Skill Evaluation
- ☐ Provide proof that each cohort has met minimum clinical/field competencies

Outcomes

NREMT certification testing results

Publications

- ☐ Catalog
- ☐ Faculty Handbook
- ☐ Institutional policies and procedures
- ☐ List of terminal competencies
- ☐ Program Policies and Procedures
- ☐ Student grievance policy and procedures
- ☐ Student Handbook
- ☐ Website

- ☐ Evidence of where the outcomes are posted for the public
- ☐ Evidence that 3 years of data on program pass rates, retention, and positive placement.

Student Records

- ☐ Gradebook
- ☐ Permanent student transcripts
- ☐ Sponsoring institution's student records
- ☐ Sample of student records (enrolled and graduated students)
 - application to program
 - attendance
 - course transcripts

Affiliations

- ☐ Signed and dated affiliation agreements with all current
 - clinical sites
 - field internship sites
 - other organizations
 - Documentation of training for Preceptors, both Clinical/ Field