

Comprehensive Program Review

FINAL SUMMARY REPORT

Advanced Diploma in Advanced Care Paramedicine (ACPAAD)

School of Health Community & Social Justice, Health Sciences Division

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We respectfully acknowledge JIBC's New Westminster campus is located on the unceded Traditional Territories of the Qayqayt, Musqueam and Coast Salish Peoples.

Table of Contents

1. Self-Study Report Summary	4
Conclusions.....	4
Recommendations.....	4
Future Directions.....	4
2. External Review Team (ERT) Report Summary	4
3. Self-Study Team Response to ERT Report.....	5
4. Final Recommendations & Action Plan	5

1. Self-Study Report Summary

Conclusions

The self-study report for the Advanced Certificate in Advanced Care Paramedicine (ACP) highlighted the challenges experienced by the program predominantly between 2018-2021, which was reflected in student and faculty feedback. Feedback highlighted significant gaps in program curriculum and organisation whilst highlighting that the program's greatest strength was its instructional faculty. Since 2021 the program has undergone significant changes to address this historical feedback with the program continuing to work towards continuous evidence-based improvements. This report supported the systematic identification of areas for development which, along with the program's external accreditation and program led initiatives such as a SWOT analysis, will form the framework for ongoing program improvement.

Recommendations

The self-study report resulted in 16 detailed recommendations and action items. These have been rolled up into the following goals:

1. Improve academic standards, practices, and supports in the ACP program to prepare students, graduates and the program for the rapidly increasing academic expectations in paramedicine.
2. Takes steps to ensure opportunities for providing feedback and professional development are available to full time and sessional program faculty and staff.
3. Expand program engagement with key stakeholders and improve our understanding of the needs of target market.
4. Review and update internal program processes and requirements.
5. Review online and in person learning environments to improve student experience.
6. Review program curriculum content and sequencing to improve alignment with evolving educational, professional, and clinical standards.

Future Directions

Academic expectations for paramedics and paramedic education programs are rapidly changing with programs in other provinces transitioning to bachelor's degrees. To maintain relevance, it is essential that the ACP program continues developing not just academic standards but all aspects of the program so we can continue to provide our graduates with skills and experiences required for successful careers in paramedicine.

2. External Review Team (ERT) Report Summary

The ACP program completed external accreditation with EQUAL Accreditation Canada, during 2022 and 2023. As part of this process, an on-site review was completed from February 27th – March 3rd, 2024. This review was completed by an accreditation specialist with Accreditation Canada supported by four

surveyors with experience in paramedic education and regulation throughout Canada. The accreditation team reviewed all program documentation and interviewed JIBC staff and faculty as well as practice educators, sessional instructors, students, graduates and external stakeholder and partners. The results of this on-site accreditation review were used in lieu of the external review phase of JIBC's comprehensive program review process.

The ACP program received a status of Accredited with Condition from this review. The review team identified that the program did not demonstrate sufficient collection and analysis of feedback from all stakeholder groups. Additionally, the review team reported that the program did not demonstrate sufficient evidence that the program acted on feedback received in an appropriate and timely manner. Following receipt of this feedback, the ACP has until September 2024 to address the identified criterion and submit documentation to Accreditation Canada to evidence the steps taken.

3. Self-Study Team Response to ERT Report

The ACP program appreciates the feedback provided by the accreditation team and their feedback has been incorporated into the Quality Assurance Action Plan (QAAP).

The above feedback provided by the accreditation team was consistent between the ACP and Primary Care Paramedicine (PCP) programs resulting in the Health Science Division establishing the JIBC Paramedic Academy Program Advisory Committee to support formal collection and analysis of feedback from stakeholder groups. As this was completed at the division level this is not represented in the ACP QAAP.

4. Final Recommendations & Action Plan

1. Improve academic standards, practices, and supports in the ACP program to prepare students, graduates and the program for the rapidly increasing academic expectations in paramedicine.
 - 1.1. Continue development of structured educational pathways and content in ACP program to support ongoing development of students' academic writing throughout the program. Review impact of developed pathways to determine success.
 - 1.2. Incorporate all scope of practice changes arising from Ministerial Order 292 into the ACP program
 - 1.3. Support student achievement and success in applied research. Develop ACP program curriculum to support development of student research skills. Explore opportunities for student involvement in research or publication of student assignments.
 - 1.4. Begin identifying the gaps between the current program and what is required of a degree program to support this transition in the future.
2. Take steps to ensure opportunities for providing feedback and professional development are available to full time and sessional program faculty and staff.
 - 2.1. Develop formal opportunities for sessional instructors and preceptors to provide feedback on the ACP program

- 2.2. Improve availability and access to professional development opportunities for full time and sessional program faculty. Including exploration of establishing regular subject matter expert led seminars
3. Expand program engagement with key stakeholders and improve our knowledge of our target market.
 - 3.1. Establish and maintain Paramedic Academy Program Advisory Committee to support ongoing engagement with key stakeholders and partners
 - 3.2. Establish regular meetings with key partners within BC ambulance service
 - 3.3. Complete a national market analysis to facilitate evidence-based planning
4. Review and update internal program processes and requirements.
 - 4.1. Review content and composition of the courses included in the JIBC Health Sciences Diploma. These courses are pre-requisites for the ACP program so need review to determine if course content is still relevant and appropriate for students entering the ACP program
 - 4.2. Explore the possibility of transitioning written exams to an online format from the current paper-based approach. This would allow for more efficient grading of exams as well as increased analytics to support ongoing improvements to examinations.
 - 4.3. Work with Registration and Student Services on the identified challenges in the application process to the streamline ACP program applications.
 - 4.4. Establish and maintain a formal process for reviewing, analysing, and acting on student feedback. This will also include a process and templates for tracking and reviewing the success of program responses to feedback
5. Review online and in person learning environments to improve student experience.
 - 5.1. Improve online learning environment to support an enhanced digital student learning experience
 - 5.2. Increase the level of fidelity of simulations within the ACP program to support student success
6. Review program curriculum content and sequencing to improve alignment with evolving educational, professional, and clinical standards.
 - 6.1. Develop up to date program level outcomes which reflect current and anticipated future standards in paramedicine. Program outcomes developed as part of the Primary Care Paramedic (PCP) program diploma project must be considered to support consistency
 - 6.2. Ensure assignments in term 2 of the ACP program are in alignment to the course learning objectives.
 - 6.3. Expanding the incorporation of Indigenous ways of knowing, doing, being and relating into the ACP program



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