



Program Director Development

Beyond the Fundamentals Creating a Learning Community

April 2025

Introductions!



I'm Feeling...

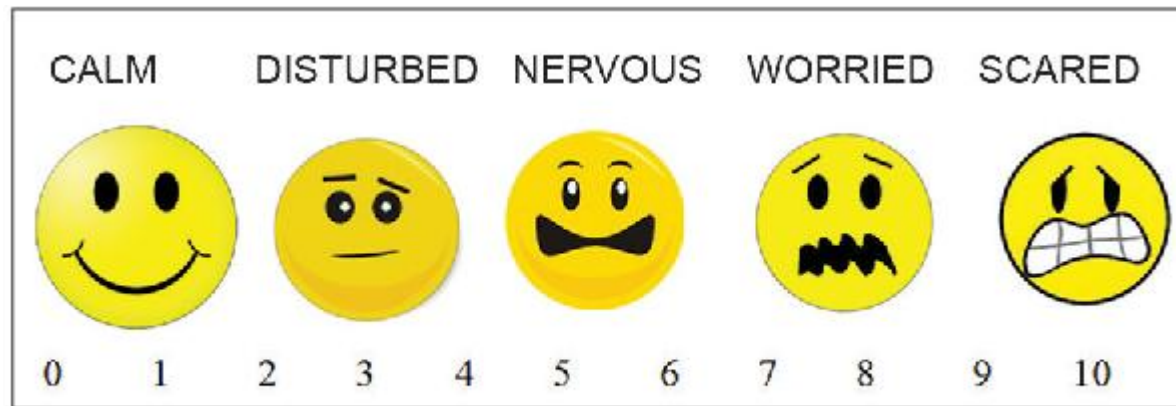
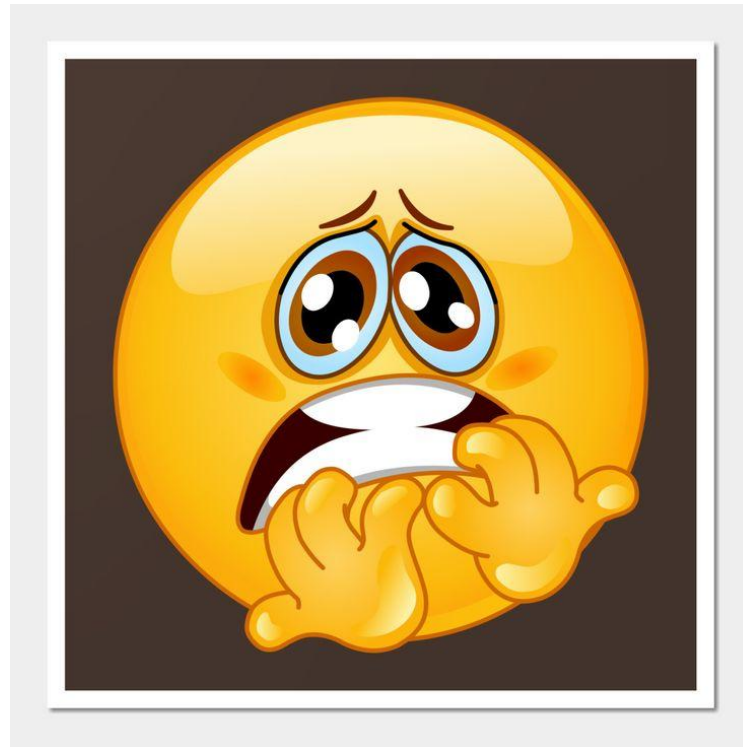


Figure 1: Visual analog scale for anxiety

The Role

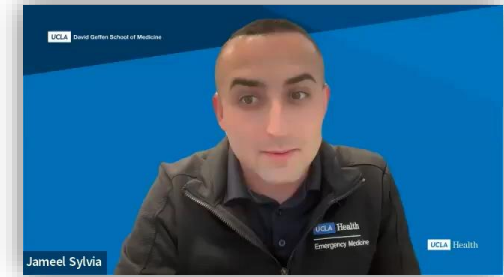
What scares you the most?



Key Take Aways!

Leadership in EMS programs
Effective communication for a successful program
Selecting staffing for success
Effective course management
Evaluating the financial resources
Best practices in program and student assessment
Effective tools for program management
Long range planning

The Role Discuss



Three most difficult organizational challenges
How have you overcome or addressed the
challenges?
Strategies for managing responsibilities
Effective time management
Delegation follow-up

CoAEMSP Interpretations of the CAAHEP Standards and Guidelines

Communication: Active Listening

Listening to understand

Being fully engaged in the communication

Comprehension: shared meaning between parties

Retaining

Responding

Communication: Active Listening

Listening is not waiting for your opportunity to talk!



Communication: Active Listening

Barriers

Environmental

Physiological

Psychological

Conversational narcissism

Communication: Active Listening



Managing Conflict and Crucial Conversations

Causes of Conflict



Adapted from:
Christopher Moore, *The Mediation Process*, Third Edition (San Francisco: Jossey-Bass), 2003.

Managing Conflict and Crucial Conversations

Pitfalls in managing difficult conversations

Gathering the facts prior to conversations

Role Play

Difficult conversation

HOW TO TACKLE TOUGH CONVERSATIONS



1. **ASK** yourself 3 questions.



2. **CHECK** yourself and decide whether to raise the issue.



3. **APPROACH** from a neutral perspective.



4. **EXPLORE** their story and yours.



5. **PROBLEM-SOLVE** to move forward.

 Center for Creative Leadership

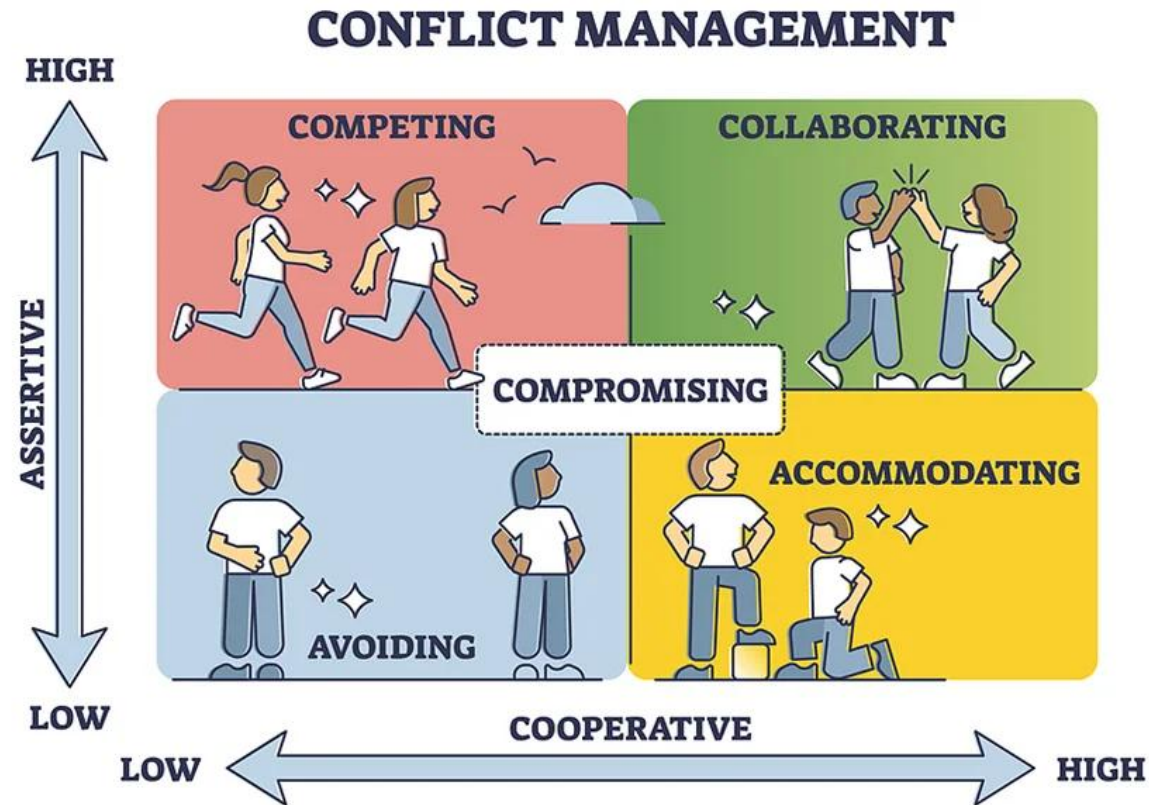
Managing Conflict and Crucial Conversations

Common scenarios with students or staff

Tips for managing conflict

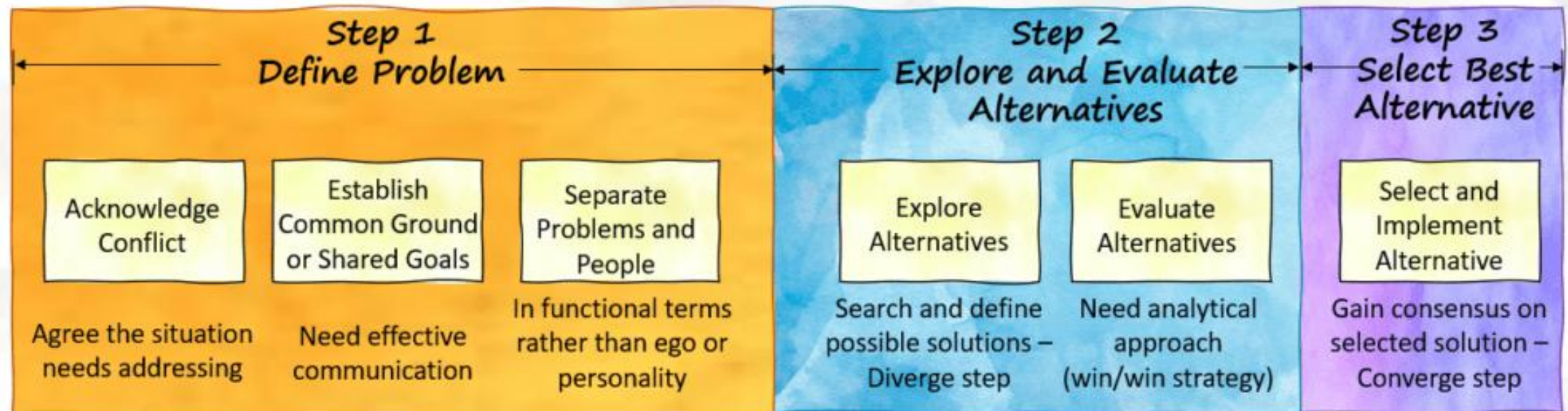
Tips for difficult conversations

Managing Conflict and Crucial Conversations



Managing Conflict and Crucial Conversations

Three Steps for Managing Conflict Using a Confronting/Problem-Solving Approach



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Teamwork Building



Teamwork Building



Keeping Current

Educator?

Clinician?

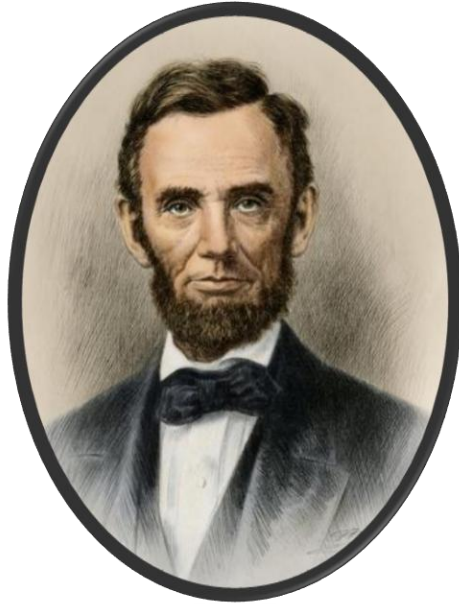
Leader?

Opportunities?

Resources?



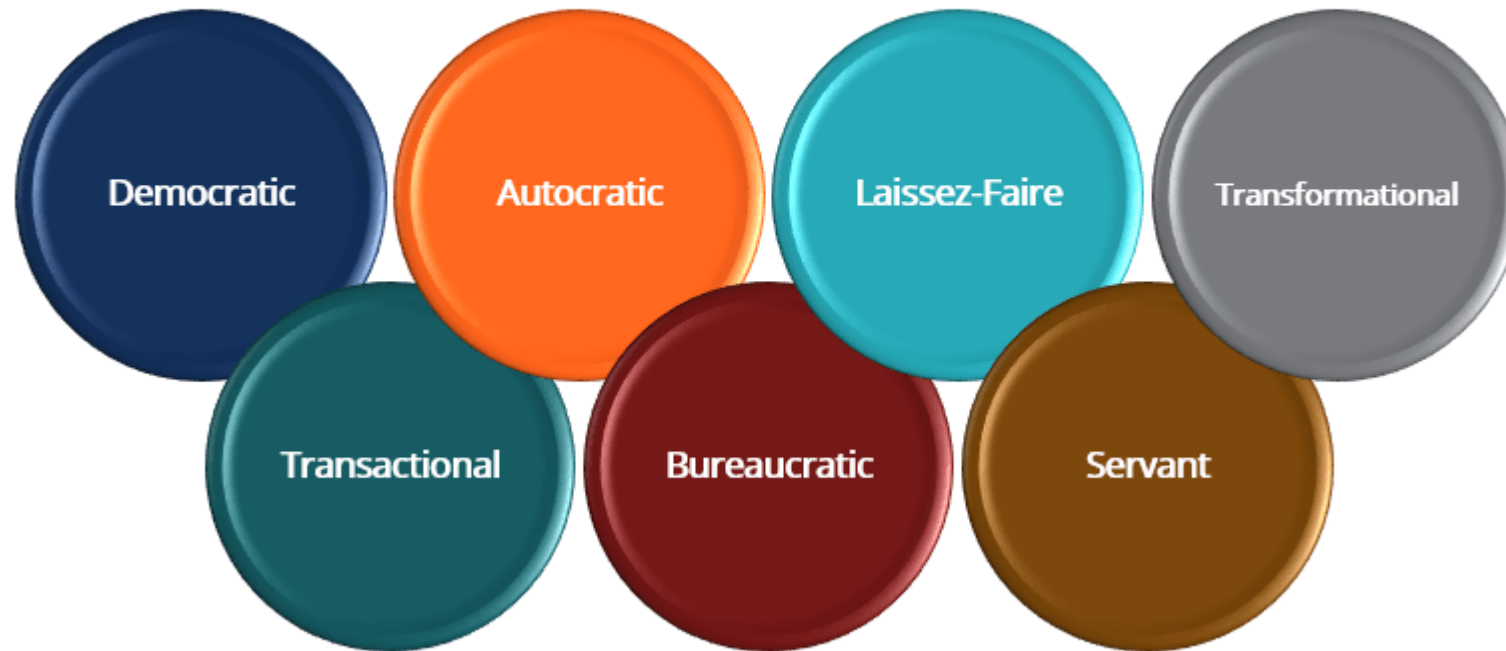
Leadership Essentials



Effective or not?
Describe their style

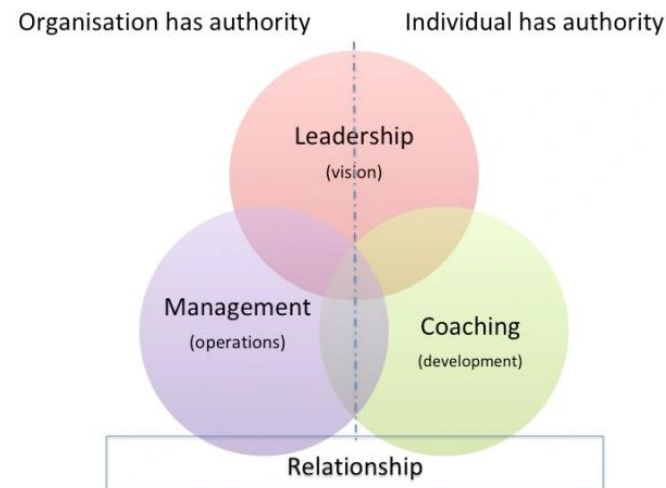
Leadership Essentials

Leadership Styles



Leadership Essentials

Managing, leading, coaching: when and how? Students and faculty



Leadership Essentials



Leadership Essentials

Coaching

Coaching students
Coaching staff/faculty
How to facilitate coaching
Incorporating coaching

Leadership Essentials

Identify your style

A key leadership moment for you? + or –

What do you want to develop?



Leadership Essentials

Inventories

Purdue Leadership Assessment: <https://www.purdue.edu/meercat/ldp/wp-content/uploads/sites/2/2018/08/LSA.pdf> **Homework assignment**

Myers Briggs Type Indicator (MBTI®):
<https://www.truity.com/blog/page/16-personality-types-myers-briggs>

Keirsey Temperament Sorter: <https://www.keirsey.com/>

DISC Profile: <https://www.discprofile.com/what-is-disc>

Managing Relationships

Administration

Organization priorities

Institutional accreditors

Interprofessional collaboration

Staff



Managing Relationships

**How has effective communication benefited
your program?**



Managing Relationships



Managing Relationships

Medical Director

Integration

Value

Leveraging the relationship

Using the expertise



Managing Relationships

Students



Managing Relationships

Preceptors



Managing Relationships

Communities of interest Advisory Committee and employers



Managing Relationships

Is it a privilege for students to be here or the other way around?

Messaging and community



designed by D1roedesignfile

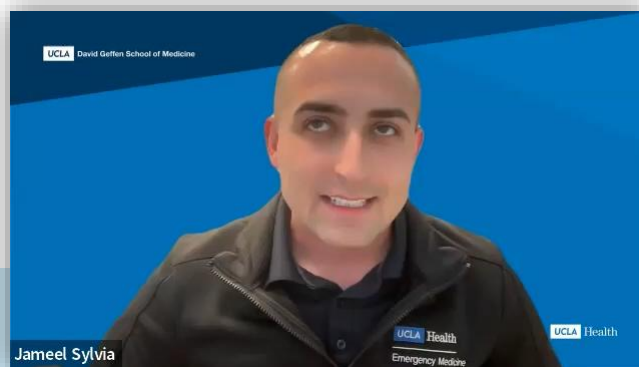
Managing Relationships

Belonging and retention

Why are they here?

Vision board

Fostering inclusion



Managing Relationships

Getting learner feedback

Brookfield's Critical Incident questionnaire (CIQ)

<https://www.stephenbrookfield.com/critical-incident-questionnaire>



Job Description & Accreditation

CoAEMSP duties/job description
Delegation and collaboration
Administrative duty time allocations
Student confidentiality
Ethical responsibilities



Program Director Checklist

Staffing: Selection, Assignment, And Evaluation

Selecting for quality

The staffing desert

Finding qualified personnel

Maximizing scarce resources

Developing the next generation

Staffing: Selection, Assignment, And Evaluation

Activity

Develop interview questions for a faculty position

Role play an interview

Staffing: Selection, Assignment, And Evaluation

**Evaluation and feedback leading to professional
development**

Instructor development



Course Management: Setting And Maintaining Expectations

Classroom and lab

Simulation

Clinical and field internship components

**Lesson plans or planning your lessons for
maximum engagement**

Budgeting

Develop a program proforma

Sponsor Name		Paramedic Program		
Paramedic Program Tuition:		\$10,000.00		Staffing Model Using Faculty At Straight Time
Revenue Description	Volume/ Number	Rate	Revenue	
Paramedic Program	20	\$10,000	\$200,000	
Other Estimated Revenue			\$0	
Total Revenue	20		\$200,000	
Paramedic Program Expense Description	Volume/ Number	Rate	Hrs/ #Instr	Expense
Labor & Travel				
Program Director (based on a 12 month prog)	1	\$35.00	1000	\$35,000.00
Lead Instructor Days (56 course days, plus 8)	1	\$32.00	672	\$21,504.00
Clinical and Field Coordination (8 months oversight)	1	\$30.00	768	\$23,040.00
Assisting Instructor Hours (lab hours x rate x # instr)	224	\$25.00	3	\$18,666.67
Admin Staff Hours (hours per week)	0	\$19.00	52	\$0.00
Staff Training Orientation & Instructor Classes	6	\$30.00	16	\$2,880.00
Preceptor Labor	0	\$0.00	0	\$0.00
Staff/Faculty Travel	0	\$0.00	0	\$0.00
National Registry (NREMT) / State Testing				Expense
NREMT or State Representative	0	\$800.00	1	\$0.00
Program Exam Coordinator	0	\$40.00	1	\$0.00
Evaluators	0	\$35.00	3	\$0.00
Sub-Total Labor & Testing				\$44,587

CoAEMSP Proforma tool
Paramedic Program Staffing and Space Model

Budgeting

Options for funding Anticipating future needs





Resources: Best Practices

Instructional resources

Texts

Live tissue lab

**Specialty opportunities: cadaver lab, emergency
preparedness Drills, day care, other**

Subject matter experts

Other

Resources: Best Practices

Clinical specialty rotations: what and why

**Balancing simulations and live experiences: what does
the research show?**

**Augmentation versus replace
Best practices**

Resources: Best Practices

Field/EMS: one agency and preceptor or many
Assessing competency

Equipment: high tech versus high fidelity

Review

End of Day One!



Evaluation/Assessment

Program

Evaluation, purpose, mechanisms

Timing

Available evaluation tools and processes

Evaluation/Assessment

Resource Assess Matrix

what/when/how and the value



Resource Assessment Matrix (RAM)

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Revised 2024.01

CAAHEP accredited and CoAEMSP approved LOR programs may use for program educational purposes.
All other uses prohibited without express written permission.

CoAEMSP
Program #:

0 (the 600xxx number assigned by CoAEMSP)

Sponsor Name / Year:

0 2024

Current Accreditation Status:

Date RAM Completed:

(e.g., m/d/yyyy)

Number of Students
Completing the Program:

Number of Student
Survey Responses:

Number of Program Personnel
Surveyed:

Number of Program Personnel
Responded:

Evaluation/Assessment

**Sample course and presentation/skill
evaluations**

Electronic formats available

Evaluation/Assessment

Students Graduates

Paramedic Graduate Survey

The primary goal of a Paramedic education program is to prepare the graduate to function as a competent **entry-level** Paramedic. As part of the national accreditation process, we need your feedback and candid responses to fully evaluate if we are meeting the needs of our communities of interest.

This survey is designed to help the program faculty determine the strengths and areas for improvement for the Paramedic program. All data will be kept **confidential** and will be used for program evaluation purposes only. Thank you in advance for your valuable feedback regarding the educational process.

Paramedic Employer Survey

The primary goal of a Paramedic education program is to prepare the graduate to function as a competent **entry-level** Paramedic. As part of the national accreditation process, we need your feedback and candid responses to fully evaluate if we are meeting the needs of our communities of interest.

This survey is designed to help the program faculty determine the strengths and areas for improvement for the Paramedic program. All data will be kept **confidential** and will be used for program evaluation purposes only. Thank you in advance for your valuable feedback regarding the educational process.

Evaluation/Assessment

Advisory Committee

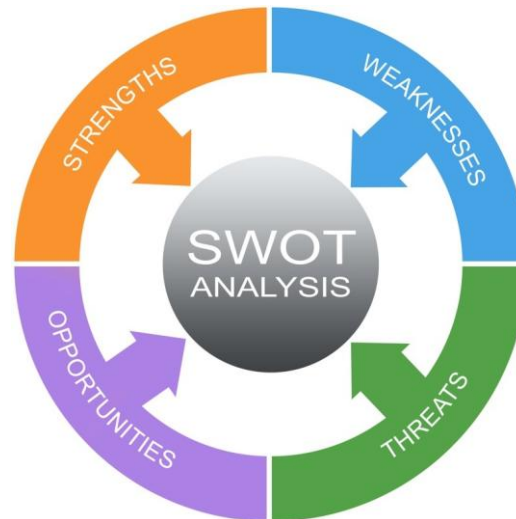
Employers

Faculty by students and the Program Director

Medical Director

Evaluation/Assessment


**Analyzing data/information and developing
action plans: using the data gathered**




Evaluation/Assessment

Outcomes

Activity: prepare an Annual Report



Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP), in cooperation with the Commission on Accreditation of Allied Health Education Programs (CAAHEP)

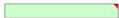


2022 Annual Report

CoAEMSP Letter of Review (LoR) / CAAHEP Accredited (Initial and Continuing) programs must complete the CoAEMSP Annual Report for Paramedic level students/graduates ONLY and submit THIS Excel annual report template which represents all cohorts that have graduated in 2022. No PDF or paper copy versions of this report will be accepted.

~ Remember ~
The filing deadline is May 15, 2024

Should you have questions as you work through the Annual Report, please contact Lynn at (214) 703-8445 ext 115 or annualreports@coasemp.org

 <=== Hovering your cursor over a cell with a red triangle in upper right corner reveals text. Try it.

CoAEMSP Program #: (the 600XXX number assigned by CoAEMSP)

Sponsor/Program:

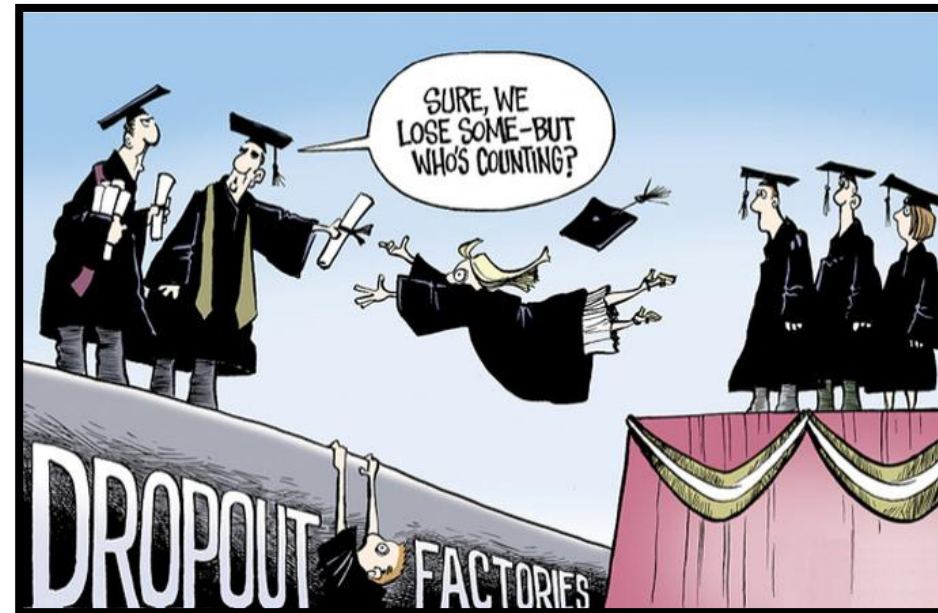
City: State:

Accreditation Status: as of 1/1/2024

Evaluation/Assessment

Activity

Strategies for retention and credentialling



Evaluation/Assessment

Overview of analysis of outcomes thresholds: what does it tell us?

Rationales provided by programs and potential recommendations and strategies to improve those outcomes



Evaluation/Assessment

Students: Assessing/evaluating students

**Purposes and processes for effective student
assessment**

Frequency of high-stakes exams

Developing item writing skills

Quality tools: cognitive, psychomotor, affective

Evaluation/Assessment

Inter-rater reliability (lab and field internship)

Multiple preceptors

Consistency of ratings

Evaluation/Assessment

Skill competency and tracking best practices

Table 2											Table 3 (Success Rates)									
Paramedic											Paramedic									
Pathology /Complaint (Conditions) (*) Simulation Permitted											Cumulative Motor Skill Competency Assessed on Patients During Clinical, Field Experience, or Capstone Field Internship (*)Simulation Permitted									
(Only Report Successful Attempts)											(Success Rate is calculated by total number of successful attempts divided by total number of attempts multiplied by 100)									
Minimum Number Recommended ==>	Trauma	Psychiatric/ Behavioral	Obstetric delivery w/ normal newborn care and/or complicated obstetric delivery	Distressed neonate (birth to 30 days)	Cardiac pathology or complaint	Cardiac arrest	Cardiac dysrhythmia	Medical neurologic pathology or complaint	Respiratory pathology or complaint	Other medical conditions or complaints	Minimum Number Recommended ==>	(Report Successful Attempts and Total Attempts in order for the Success Rate to Calculate)								
												Establish IV access			Administer IV bolus medication			Perform oral endotracheal intubation		
												Successful Attempts	Total Number of Attempts	Success Rate = %	Successful Attempts	Total Number of Attempts	Success Rate = %	Successful Attempts	Total Number of Attempts	Success Rate = %
	9	6	2*	2*	6	1*	6	4	4	6		25	(Place the total number of attempts for each graduate below)	Column % auto calculates based on formula above	10	(Place the total attempts for each graduate below)	Column % auto calculates based on formula above	10*	(Place the total attempts for each graduate below)	Column % auto calculates based on formula above
Place Program Required Minimum Numbers Here ==>												Place Program Required Minimum Numbers Here ==>								

Evaluation/Assessment

Student progress reports

Academic advising

Performance Improvement

Student self-assessment

Activity: Roleplay

Counseling and remediation





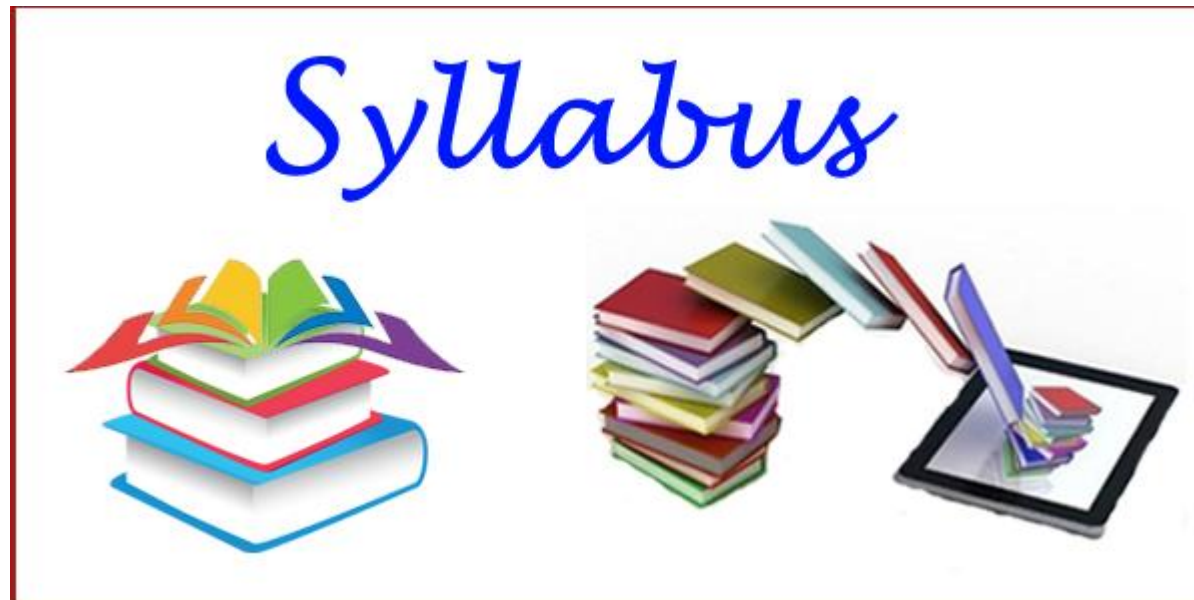
Processes

Student and program materials: what and why
Catalog college versus program: when a
program catalog is appropriate
Policies for students and staff
Student handbooks

Processes

Lesson plans

Syllabi



Processes

Scheduling

Program structure considerations

Course schedules

Staff scheduling

Processes

Scheduling reviews for advising/learning progression with students (student advising)

Office hours or other strategies for faculty availability and advising





Processes

Liaison *orientation* requirements and formats

Difference between *orientation* and *training*

Required inclusions

Processes

Preceptor *training* requirements and formats

Required inclusions

Methods of delivery

Documentation



Processes

Documentation





Processes

Record organization and maintenance format, retention

Student File Contents/Electronic Records	Electronic	Paper	Permanent
Application to the program, enrollment documents, and functional job description			
Prerequisite documentation required (high school diploma, copy of EMS certification (EMT, AEMT) BCLS, immunizations, etcetera.)			
Portfolio of skill competencies (i.e. completed SMC)			
Copies of counseling that occurred during the program <ul style="list-style-type: none">Academic advising and/or documentation of progressionCounseling for cause or PIP (if applicable)			
Clinical and field internship evaluations completed by the preceptors			
Copies of incident reports related to the student			
Signed receipt of any of the following: <ul style="list-style-type: none"><i>Student Handbook</i><i>Clinical Manual</i><i>Field Internship Manual</i><i>Authorization for Release of Information</i>			

Sample EMS Program Files



Long Range/Strategic Planning

Activity

Plan for unanticipated events

Long Range/Strategic Planning

What is the value of accreditation?

Survey of #350: 91% ensure high quality education and foster CQI



Long Range/Strategic Planning

Succession planning

**Program growth and maintenance: what is ahead
for your program?**



Long Range/Strategic Planning

Keeping up with accreditation

Available resources

Routine activities: PD Checklist tool

File organization and storage and access



Long Range/Strategic Planning

Other regulatory requirements

Institutional accreditor

State OEMS

Regional regulators

Private post-secondary regulators

Long Range/Strategic Planning

Scenarios

Long Range/Strategic Planning

Who do I call with questions?

<https://coaemsp.org/coaemsp-contact-staff-members>

214 703-8845



Long Range/Strategic Planning

To Do List



Finally...

What I don't understand is.....



thank
you