Paramedic Educational Program Staffing Model Recommendations

The staffing of a Paramedic educational program is dependent on numerous variables. CAAHEP programmatic accreditation requires that programs demonstrate adequate resources, and each sponsor of a program must ensure sufficient qualified personnel.

There is no one formula for staffing, and each sponsor must consider the following variables. For example, a sample Paramedic program staffing model is included; a program would adjust based on local circumstances. The Full-Time Equivalent (FTE) count is based on the standard 2080 clock hours equals one FTE.

- Number of cohorts per year
- Number of simultaneous cohorts
- Number of class days per week
- Number of class hours per week
- Number of students in each cohort
- Number of faculty members
- Number of adjunct instructors
- Available administrative or admissions office support (if applicable)
- State or regional Office of EMS regulations on student-to-instructor ratios, especially in the laboratory setting
- Sequencing of the program schedule: are clinical and field rotation activities integrated with classroom and lab activities?
- Program Director experience with administrative and CAAHEP accreditation processes
- Instructional experience of all faculty delivering classroom content (the more experienced the instructor, the less preparation is typically required)
- The institutional/instructional setting: are the department and staff tasked with conducting other EMS education programs: EMT, AEMT, EMR, standardized professional education classes such as ACLS, PALS, etc., resulting in dual responsibilities
## Assumptions

<table>
<thead>
<tr>
<th>Position</th>
<th>Activity</th>
<th>Hours per Week</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Director(^1)</td>
<td>Program administration</td>
<td>20</td>
<td>While there is a cohort in session</td>
</tr>
<tr>
<td>Faculty</td>
<td>Classroom instruction</td>
<td># of classroom hours + 4 hours of prep for every 8 hours of didactic content(^2)</td>
<td>During the classroom instruction phase</td>
</tr>
<tr>
<td>Faculty – adjuncts</td>
<td>Laboratory instruction</td>
<td># of laboratory hours + 1 hour for every 4 hours of laboratory.  Typical ratio is 1 instructor per 6 students.</td>
<td>During the laboratory instruction phase</td>
</tr>
<tr>
<td>Clinical Coordinator</td>
<td>Clinical and capstone field internship scheduling, monitoring student progress, and contacts/visits with students and clinical and capstone field preceptors</td>
<td>Varies based on the number of students and length of the clinical, field experience, and capstone field internship phases</td>
<td>During the periods when students are assigned to clinical, field experience, and capstone field internship rotations</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Provides administrative support with student records and office management as necessary</td>
<td>Varies depending on other support within the sponsor organization such as an admissions or business office</td>
<td>While there is a cohort in session</td>
</tr>
</tbody>
</table>

\(^1\) The Program Director may also fill the faculty/instructor role.

\(^2\) New instructors require more prep time than experienced instructors who have presented the content previously.
Sample Paramedic Educational Program Staffing Model

This *sample* staffing model is based on the following:
- One (1) cohort per year
- Twenty (20) students per cohort
- Program length is 12 months
- Program includes:
  - 240 clock hours didactic
  - 220 clock hours laboratory
  - 252 clock hours clinical
  - 100 clock hours field experience
  - 200 clock hours capstone field internship
  \[= 1012 \text{ total clock hours}\]
- Class meets 16 hours per week for didactic and laboratory
- Didactic and laboratory phases last 7 months (28 weeks)
- Clinical and field experience are integrated during the didactic and laboratory schedule and begin in month 5 of the program and continue through month 12
- Capstone field internship occurs at the completion of all other components of the program
- Admissions office or a business office assists with student registration, verifying prerequisites, and other admission procedures
- This model *does not* include other instructional activities the faculty may be responsible for

<table>
<thead>
<tr>
<th>Position</th>
<th>Activity</th>
<th>Hours per Week</th>
<th>Hours per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Director</td>
<td>Program administration</td>
<td>20</td>
<td>1000</td>
</tr>
<tr>
<td>Faculty</td>
<td>Classroom instruction</td>
<td>16 classroom hours + 8 hours prep = 24 hours (\times 28) weeks</td>
<td>672</td>
</tr>
<tr>
<td></td>
<td>Includes staffing laboratory sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty – adjuncts</td>
<td>Laboratory Instruction (3 additional instructors required for a 6:1 ratio)</td>
<td>8 laboratory hours (\times 3) adjuncts = 24 hours (\times 28) weeks</td>
<td>672</td>
</tr>
<tr>
<td>Clinical Coordinator</td>
<td>Clinical and capstone field internship scheduling, monitoring student progress, and contacts/visits with students and clinical and capstone field internship preceptors</td>
<td>24 hours (\times 32) weeks</td>
<td>768</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Assignment determined locally</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3112</strong></td>
</tr>
</tbody>
</table>

This model equates to 1.5 FTE, which can include full-time or part-time personnel.

Sponsors of a Paramedic educational program are recommended to have a full-time Program Director on staff.
Paramedic Educational Program Space and Equipment Recommendations

- Classroom large enough to accommodate the maximum number of students enrolled with adequate personal distancing.
- Locations for skill and scenario practice are required and may be dedicated to the program or available during scheduled laboratory session hours.
  - Ideally, separate rooms are available or designated to allow for privacy during testing stations or scenarios.
  - Recommended student-to-instructor ratio is 6:1, and at a minimum, the designated spaces must comfortably accommodate students, the instructor, and any necessary equipment such as a stretcher.
- An equipment and supply area must provide adequate space for all required program equipment and supplies. The area must double-lock medications (current or expired).
- Office space or work area for the Program Director and faculty should provide adequate space and be free of distractions.
- At the minimum, the Program Director should have a private office for student conferences and other confidential discussions.
- Hard copy student and program records must be double locked (i.e., locked file cabinet in a room that locks).
- Wi-Fi access with adequate capability for high-speed access for all students and faculty on campus.