



CAAHEP ACCREDITATION SITE VISIT
The Site Visitors Are Coming! A Program Director's Checklist

The Self Study Report has been submitted and your site visit is scheduled. You are eagerly anticipating an informative two days with the site visitors who are either a paramedic educator from a nationally accredited program and a physician involved in EMS education or two paramedic educators. You want to be well prepared, so where do you start?

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. Whether this is your first site visit or you are a seasoned veteran, the following checklist will assist you in your preparations.

The Committee on Educational Programs for the EMS Professions (CoAEMSP) has provided you with a list of documents to have available for the site visit. There are two primary methods of organizing the materials: 1) file boxes or crates with labeled hanging file folders or 2) labeled notebooks. Either should be organized by topic and remain available in the 'headquarters' room scheduled for the site visitors. Hanging file, or banker's boxes, works particularly well since the contents are easy to access, the files accommodate a variety of document sizes, and document removal and replacement of materials is efficient. There are probably numerous schemes for organizing the materials.

If the program has documents in electronic format, you are not required to print them. Indicate in the table on the following pages the documents that are printed and located in the boxes and the documents that are electronic. For electronic documents, provide where it is located and how the site visit team should access them. Items in **green** should be in the Self Study Report; therefore, it is not necessary to provide another copy. If the document was NOT provided with the original submission of the Self Study Report, then provide it for the site visit.

Once you have organized the boxes or notebooks, have another staff member review the contents against the checklist. Are all the requested materials present and current? Are the copies legible? Do the materials address the 'evidence' column in the *Site Visit Report*? If you have not already done so, you can download the *Site Visit Report* at: http://www.coaemsp.org/Site_Visits_Visitors.htm. Make sure that your key faculty members are familiar with the documents on hand and can answer all questions in their area of responsibility.

You should now be ready for the site visit so relax and engage the site visitors in dialog about your program!

One suggestion follows.

| Hardcopy in Box ☑ | Electronic Copy & its Location ☑ | Documentation List |
|----------------------|-------------------------------------|--|
| | | Box or notebook #1: PROGRAM ADMINISTRATION |
| | | 1. <i>CoAEMSP: Documents for Site Visit</i> and identify the location of each item. (This document is sent to the program electronically prior to the site visit.) |
| | | 2. Completed Site Visit Schedule copies. Include as separate documents: <ul style="list-style-type: none"> 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 |
| | | 3. Program updates or changes since the <i>Self Study Report</i> was submitted that the site visitors may not have received. |
| | | 4. Agreements <ul style="list-style-type: none"> a. All signed affiliation agreement with a college or other organization (if applicable) b. Consortium Agreement and Bylaws (if applicable) c. Minutes of Consortium meetings (if applicable) |
| | | 5. Proof of institutional accreditation from an accrediting organization listed on the US Department of Education website (www.ope.ed.gov/accreditation/). Proof may be a letter or certificate from the accrediting organization. |
| | | 6. Job descriptions for all program personnel: program director, medical director, instructors. |
| | | 7. Budget for the current year that includes personnel, supplies, equipment, and rental costs (if applicable). |
| | | 8. Department or program policies manual. |
| | | 9. Faculty meeting minutes (recommend a minimum of the last 2 years). |
| | | 10. Advisory Committee meeting minutes (recommend a minimum of the last 4 meetings). |
| | | 11. Documentation of faculty development (may include programs presented at a college, internal program in-services, or local, regional, and national meetings or conferences relating to clinical care or instructional techniques) |
| | | 12. Copies of signed and dated affiliation agreements for all current clinical and field internship sites. |
| | | 13. Faculty grievance policy. |

| Hardcopy in Box <input checked="" type="checkbox"/> | Electronic Copy & its Location <input checked="" type="checkbox"/> | To Do List |
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| | | Box or notebook #2: PROGRAM OPERATION |
| | | 1. Documentation of Medical Director review of educational content, instruction, examinations, student progress, student competency, and program evaluation instruments. |
| | | 2. Course schedule of topics. |
| | | 3. Student application to the program. |
| | | 4. Student policy manual or handbook (to include grievance mechanism). |
| | | 5. Clinical manual. |
| | | 6. Field internship manual (for student and preceptor). |
| | | 7. Preceptor training program content. |
| | | 8. Rosters documenting field internship preceptor training with dates and names. |
| | | 9. Documentation of completed required skill evaluations in the laboratory prior to entry into the clinical and field settings. |
| | | 10. List of student terminal competencies (what the program requires of each student as terminal competencies). |
| | | 11. Documentation of required student minimums for clinical and field contacts by age, gender, common problems, and procedures with documentation that all graduates have met those minimums (recommend a minimum of at least 2 classes). |
| | | 12. Documentation of 1 comprehensive affective evaluation of each student. |
| | | 13. Sample of patient care reports that have been audited by a faculty member with feedback to the students that demonstrates the review/evaluation process. |
| | | 14. Course schedule for the program (include classroom, lab, clinical, field experience, and field internship and include a total number of hours for each of these components). <i>This may be combined with #2 above.</i> |
| | | 15. Clinical rotation schedule for one student. |
| | | 16. Field internship rotation schedule for one student. |
| | | 17. Lesson plans for each topic/class session (recommend a minimum of 6 for review). Note: Reviewers may request specific topics on-site. |
| | | 18. Course syllabi for each course. |
| | | 19. Course examinations: formative and summative (recommend a minimum of 6 for review). |
| | | 20. Documentation of grades (recommend a minimum of at least 2 classes). |

| Hardcopy in Box ☑ | Electronic Copy & its Location ☑ | To Do List |
|----------------------|-------------------------------------|--|
| | | 21. Documentation of attendance. |
| | | 22. Course transcripts (if applicable). |
| | | 23. <i>Terminal Competency Forms</i> signed and dated by the Program Director and the Medical Director for all students (recommend a minimum of at least 2 classes). |

| | | Box or notebook #3: EVALUATION |
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| | | 1. Documentation of analysis of examination items and actions taken to improve the items. Must include reliability and validity evaluations. |
| | | 2. Evaluations of faculty and guest speaker presentations by students (recommend a minimum of at least 2 classes). |
| | | 3. Final evaluations of the course by students (recommend a minimum of at least 2 classes). |
| | | 4. Evaluations of clinical and field internship assignments by students (recommend a minimum of at least 2 classes). |
| | | 5. Evaluation of preceptors by students (recommend a minimum of at least 2 classes). |
| | | 6. Documentation of a summative student evaluation at the end of the course of study (recommend a minimum of at least 2 classes). |
| | | 7. NREMT or state certification testing results (recommend a minimum of at least 2 classes). |
| | | 8. Graduate and employer surveys (recommend a minimum of at least 2 classes). |
| | | 9. <i>Annual Program Resource Surveys</i> completed by the students and <i>Annual Program Resource Surveys</i> completed by Program Personnel, including Medical Director and Advisory Committee members. (recommend a minimum of at least 2 years) |
| | | 10. <i>CoAEMSP Annual Report</i> (recommend the most recent) – only for programs that have CAAHEP-accreditation. |
| | | 11. Other program action plans or analysis (may include a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis). All assessments should be accompanied by a plan to address issues identified. |

| | | MISCELLANEOUS |
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| | | 1. Site visitors will pull student files at random for review. |
| | | 2. Some documents may be electronic. Have a computer available to review the documents with the site visitors online. |
| | | 3. Be prepared to provide additional examples if requested: exams, lesson plans, etc. |