

June 15, 1999

Bob Ritson, Health Service Specialist  
Office of Professional Technical Education  
Oregon State Board of Education  
Office of Community College Services  
255 Capitol St. NE  
Salem OR 97310-0203

Dear Dr. Ritson:

The Accreditation Team Visitation Report addressing the Emergency Medical Technology Program at Southwestern Oregon Community College was received on June 4, 1999. This letter provides responses to each of the deficiencies in the program that were identified in the report along with documentation, where necessary, to support the responses. A refute to deficiency number one is also included. Questions pertaining to the responses and materials provided should be directed to Deborah George Wright, Associate Dean for Professional Technical Education or Paul Reynolds, Coordinator of Public Safety Training and Education Department (PSTED) at the College.

***Responses to Deficiencies***

- 1) **The instructors must use the Oregon Health Division mandated D.O.T. curriculum as the basis for the objectives in EMT Basic Course.**

**Refute of Deficiency**

Prior to beginning a class, an "*Application to Conduct Course*" along with a class schedule is sent to Oregon Health Division EMS and Trauma system for approval. Appendix A includes copies of "*Application to Conduct Course*" for the EMT- Basic courses offered by Southwestern during the 1998/1999 academic year. The appendix indicates that the D.O.T. mandated curriculum was met by each lead course instructors. The appendix also indicates that all applications, along with class schedules were approved by Tim Hennigan, State EMS Training Coordinator prior to the beginning of each class (his signature is on the second page of the applications). All of these documents were formally reviewed during the accreditation visit and were acknowledged as being approved.

The instructor identified on page 4 of the accreditation report was not the lead course director, but rather a "block instructor" brought in because of his unique expertise in a certain aspect of the curriculum. Understandably he was not fully aware of this specific requirement, and when questioned answered the best way he could. It would not be reasonable to expect the numerous block instructors teaching in our EMT courses to have extensive knowledge of how the EMT program is managed. Our lead course directors are responsible for ensuring the D.O.T. curriculum is met, they did their jobs as indicated in appendix A.

Incidentally, this specific incident took place late on the second day of the three day accreditation visit and was not addressed to Southwestern program administrators at any time, including the third day out-brief. The first we learned of this deficiency was when we received the BOE report.

**Future Action:**

- A) An *"Instructor Handbook for the EMT program"* (Appendix B) will be issued to each lead course director, and other block instructors expected to spend a significant amount of time within each EMT class. This handbook will be reviewed during the initial stages of discussions of offering the course. Guest lecturers and subject matter experts spending a minimal time within the class would not receive the handbook. This handbook provides the necessary information that ensures that each instructor knows the national, state, and college mandates in the instruction of an EMT course.
  - B) OAR establish deadlines when the course application must be turned in. The Lead Course Director will turn in completed class schedule and D.O.T. curriculum outlines to the EMT Training Coordinator at least 30 days prior to turning in their application. This class schedule will be reviewed by the Coordinator to ensure that each EMT class (on campus as well as outreach and Curry campus classes) adheres to the mandated D.O.T. curriculum as the basis for class objectives.
2. **The college must keep a file that documents that each lead instructor has the required certification. Copies of the required certificates should be kept in the file.**
- A) Appendix C provides a copy of the current required certifications for each Lead Course Director for the 1998-1999 school year.
  - B) Beginning the 1999-2000 school year, the Lead Course Director will be required to submit to the Coordinator of PSTED a current copy of their required certifications before an *"Application to Conduct Course"* will be sent

to Oregon Health Division-EMS and Trauma Systems. This will be required for the main campus, outreach program and Curry campus. This requirement will be listed in the *"Instructor Handbook for the EMT Program"*.

**3. The college must have a long-term budget for maintaining, replacing and updating of equipment.**

- A) A copy of the budget from the school years 1995-96 to the school year 1998-99 is given in Appendix D. This shows an increase of \$2,367.00 in general supplies and increase of \$2,025.00 in Class/Lab supplies during that time frame.
- B) A policy for the maintenance, repair, and replacement of EMT Equipment is included in Appendix E. This guide is also included in the *"Instructor Handbook for the EMT Program."*
- C) The PSTED Coordinator will contact equipment manufacturers to help determine realistic replacement schedules. This information will be integrated into long term budget requirements.

**4. The college must provide adequate office space for instructors to develop lesson plans, to keep instructional materials and to keep student records in a safe secure place.**

- A) Cost effectiveness makes it unrealistic to have dedicated office space set aside for the exclusive use by our part-time EMT instructors. As most colleges, office space is a premium at Southwestern, and often shared. All Southwestern EMS training sites (on and off campus, Curry County) have made shared space available to our EMT instructors. Access to office equipment (computers, copy machines, etc.) is made available when requested by the instructors. Information regarding the resources available is included in the *"Instructor Handbook for the EMT Program"*.
- B) A dedicated office within the new PSTED facility would be appropriate, and has been identified on early building diagram/plans submitted to the college's senior officials.

**5. The college must provide a place for confidential faculty/student conferences.**

- A) Conference space has been identified, designated and has been made available at all Southwestern sites. Information regarding the specific locations of conference space is available in the *"Instructor Handbook for the EMT Program."* A corresponding handbook for students will also include this information.

6. **There must be a budget for the annual updating of instructional materials.**
- A) Past course directors and block instructors will be queried on specific instructional materials they might need. A comprehensive list will be sent to the campus library for acquiring necessary items.
  - B) Available instructional materials and procedures to obtain them from the Southwestern library are listed in the *“Instructor Handbook for the EMT Program.”*
7. **The college must stop using equipment off of ambulances that are not in service for classes.**
- A) The *“Instructor Handbook for the EMT Program”* restates the OAR outlining this requirement. All agencies will be briefed.
  - B) The availability of main campus equipment will be better advertised to the outreach and Curry campus classes. The policy (Appendix F) to arrange for training aids is included in the *“Instructor Handbook for the EMT Program.”*
  - C) Long term goal is the purchasing of additional equipment for off campus sites.
8. **There is no long-term budget for the maintenance, repair and updating of equipment as required.**

It appears this is a repeat of deficiency #3

9. **A biohazard disposal plan specific to the EMT program must be developed and made available to instructors and students.**
- A) A specific plan for each training site will be in-place prior to the start of each class. The PSTED Coordinator will work with each course director to ensure the plan is approved by the Office of Administrative Services. Plans previously developed will be reviewed as necessary. This requirement is included in the *“Instructor Handbook for the EMT Program”*. This information will be included in the student’s version of the handbook.
10. **The college must implement a plan to follow-up on all of the students that complete EMT courses, not just those who graduate from the Certificate program. The follow-up needs to include gathering data from students, administrators, clinical supervisors and advisory committee members.**
- A) The *“Instructor Handbook for the EMT Program”* contains copies of the evaluation forms that will be sent upon completion of a class. The Public

Safety Training and Education Department will send out the tracking questionnaires to:

1. Students that completed the course work in the previous two years. It asks for their current job status, their role as an EMT, future plans for their EMT certification, instructor evaluation, real life experiences, preparedness for the state written and practical testing.
2. Agencies employing our graduates in either a paid or volunteer capacity will be queried on the effectiveness of our training.
3. Clinical supervisors for their evaluation of the latest EMT class, their evaluation of student preparedness and professionalism, instructor effectiveness, and program administration organization.
4. Advisory committee members will continue to be actively involved in the EMT program. There will continue to be at least 3 advisory meetings per year. In addition, a questionnaire will be sent to each member asking their opinion of the overall effectiveness of the EMT courses and our program as a whole.

On behalf of the college, I wish to express my appreciation to the members of the accreditation team. The observations and recommendations offered in the Accreditation Team Visitation Report are appreciated and will be helpful to us as we continue in our efforts to provide a quality EMT program to the citizens served by Southwestern Oregon Community College.

Sincerely,

Deborah George Wright, Associate Dean  
Professional and Technical Education

cc: Stephen Kridelbaugh  
Phillip Anderson  
Paul Reynolds