



Site Visits and Visitor Manual

ABOUT GPHEC

Global Paramedic Higher Education Council

The Global Paramedic Higher Education Council (GPHEC) is an autonomous accrediting agency, contributing to the improvement of community health. GPHEC ensures the quality and integrity of the associate, baccalaureate, graduate, and practicum programs in Paramedicine, Community Paramedicine and Critical Care Transport. GPHEC serves the public interest by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, GPHEC accreditation supports and encourages continuing self-assessment by Paramedicine programs and supports continuing growth and improvement of collegiate professional education and practicum programs.

About GPHEC Accreditation

GPHEC accreditation is a nongovernmental peer review process that operates in accordance with nationally recognized standards established for the practice of accreditation in the each respective country. Accreditation by GPHEC is intended to accomplish at least five general purposes:

1. To hold Paramedicine, Community Paramedicine and Critical Care Transport Education programs accountable to the community of interest – the Paramedic profession, consumers, employers, higher education, students and their families, interdisciplinary professionals and to one another by ensuring that these programs have mission statements, goals, and outcomes that are appropriate to prepare individuals to fulfil their expected roles.
2. To evaluate the success of a Paramedicine, Community Paramedicine and Critical Care Transport Education program in achieving its mission, goals, and expected outcomes.
3. To assess the extent to which a Paramedicine, Community Paramedicine and Critical Care Transport Education program meets accreditation standards.
4. To inform the public of the purposes and values of accreditation and to identify Paramedicine, Community Paramedicine and Critical Care Transport Education programs that meet accreditation standards.
5. To foster continuing improvement in Paramedicine, Community Paramedicine and Critical Care Transport programs and, thereby, in professional practice.

Scope:

GPHEC serves higher education institutions and healthcare organizations throughout the United States and internationally.

Values:

GPHEC accreditation activities are premised on a statement of principles or values. These values are that the Council will:

1. Foster trust in the process, in GPHEC, and in the professional community.
2. Focus on stimulating and supporting continuous quality improvement in Paramedicine education programs and their outcomes.
3. Be inclusive in the implementation of its activities and maintain an openness to the diverse institutional and individual issues and opinions of the interested community.
4. Rely on review and oversight by peers from the community of interest (as defined).
5. Maintain integrity through a consistent, fair and honest accreditation process.
6. Value and foster innovation in both the accreditation process and the programs to be accredited.
7. Facilitate and engage in self-assessment.
8. Foster an educational climate that supports program students, graduates and faculty in their pursuit of life-long learning.
9. Maintain a high level of accountability to the publics served by the process, including consumers, students, employers, programs and institutions of higher education.
10. Maintain a process that is both cost-effective and cost-accountable.
11. Encourage programs to develop graduates who are effective professionals and socially responsible citizens.
12. Assure autonomy and due process in its deliberations and decision-making processes.

Introduction

The site visit is the most critical and complex aspect of the accreditation process. From the education program's perspective, it is the most visible function of the Global Paramedic Higher Education Council (GPHEC). The GPHEC is responsible for assuring that those engaged in the site visit are fully qualified and competent.

The site visit team must accurately and reliably collect, review, interpret, verify, and document all information pertaining to the education program. The accreditation decision made by the GPHEC depends upon the information gathered, and unless this information is accurate and fully documented, the Council will find it difficult to reach a fair and objective decision concerning the education program.

Since the process of accreditation can be influenced by the performance of the site visit team, the following policies and procedures have been developed to ensure consistency and fairness. GPHEC's expectation is that delineating the responsibilities and skills of site visitors will assist those engaged in the process in discharging their responsibilities. Careful preparation and continuing improvement of the site visitation process and performance will increase the precision and consistency of the entire GPHEC accreditation process.

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Section 1:

Site Visitor Qualifications and Requirements

Site visitors are instrumental in the peer review process. Site visitors include paramedic educators and other appropriately qualified and experienced health professionals. Individuals who volunteer their time and talent as a site visitor undergo a rigorous application process, then are required to remain current with policies and practices of the GPHEC. Prior to conducting the first site visit, the site visitor will have completed and submitted an application and a current curriculum vitae and two (2) letters of recommendation. Applications are reviewed by the GPHEC and an appointment made.

Qualifications

Site visitors are either paramedic educators or other appropriately qualified and experienced health professionals.

Paramedic

- Employed as an educator in a paramedic program.
- At least two (2) years of full-time experience or five (5) years of part-time experience as a paramedic educator in a paramedic program.
- Knowledgeable about education issues, especially curriculum, examination development, program evaluation, and student evaluation.
- Minimum of a Masters degree.

Education & Training

- BS or BA in related Field; e.g., EMS, Nursing, Public Health, Medicine etc.
- Master's Degree in related field; e.g., EMS, Nursing, Medicine, MPH etc.

Other Health Professional

- Actively involved in a paramedic education program.
- Knowledgeable about education issues.
- Qualified as an advanced care clinician.

In addition to meeting the above requirements for paramedic educator or other health professional, all site visitors are then required to:

- Consistently achieve acceptable quality assurance reports.
- Attend any required continuing education (CE) sessions provided by the GPHEC (web-based, in-person, or other format).

If retired and not currently working in an accredited paramedic program, has worked in paramedic education within the past five (5) years.

Knowledge, Skills, and Sensitivities

The listing below provides a description of the general competencies expected of site visitors. No single site visitor can possibly be fully proficient in all the areas described. The team approach utilized by the GPHEC assumes a complementary integration of the site visitors' knowledge and skills in such a manner that the team, as a whole, exhibits the required competencies.

Site visitors representing the GPHEC must exhibit prepared to in depth knowledge of the:

- Full scope of the education program's resources, operations and components as described in the application for accreditation.
- GPHEC Standards applicable to the education program being evaluated.
- Existing procedures for accreditation, including due process.

The following represents a description of some basic attributes and sensitivities that the GPHEC believes to be essential qualities in a successful site visitor. Site visitors must have sensitivity to the:

- Concerns of those with an investment in the visitation process, including, but not limited to:
 - Privacy
 - Confidentiality of data
- Politics of visitation and accreditation, including but not limited to:
 - Internal and external ramifications of adverse findings or decisions
 - Potential institutional or programmatic misuse of the accreditation process
 - Sensitivity to the facilitative and consultative role expected from site visitors
 - Limitations of the responsibility and authority of site visitors
 - Values and philosophies differing from those of the site visitor
 - Potential for personal or professional bias
- Teamwork
 - Act as a member of a united team during the accreditation process

Appointment

Active

- Upon approval by the GPHEC, a new site visitor will be paired with an experienced site visitor.
- To remain an active site visitor, a site visitor must:
 - Consistently achieve acceptable quality assurance reports.
 - Participate in any required continuing education (CE) sessions.

Withdrawal of Appointment

- Individuals may be removed from the roster of active site visitors if any of the following occurs:
 - Voluntary resignation.
 - Conduct detrimental to or unbecoming of the accreditation process and the GPHEC.

The above is not a complete list of all the potential reasons a site visitor may have their appointment withdrawn. The GPHEC has the final decision as to what warrants withdrawal of the appointment.

Section 2:

Team Composition

The GPHEC will appoint and approve site visit teams that usually consist of two (2) qualified members. The team composition will normally be a paramedic educator and another suitably qualified and experienced health professional; however, a team may consist of two (2) paramedic educators.

Assignment Criteria

Based on site visitor availability and the level of experience, site visitors will be teamed together. No site visitor should have any real or perceived conflict of interest with the education program, faculty, or other assigned site visitor. If the assigned site visitor, the GPHEC, or the education program believes that a conflict of interest may exist, the site visitor will be excused and another site visitor will be selected.

Site visitors should not be assigned to education programs in the same geographic location where the site visitor resides or works, or to education programs where recent professional exist. All site visitors are required to acknowledge the Confidentiality Agreement. (The confidentiality agreement is emailed from the GPHEC in advance of every site visit. The acknowledgement is returned via email to the GPHEC. This is a reminder of the importance of the confidential nature of the site visit.

Team Leader

The team member having the most site visit experience is often designated as the Team Leader (TL). The Team Leader is responsible for:

- working with the program director to make a schedule for the visit;
- ensuring that the accreditation team works together as a cohesive team;
- communicating the site visit team's findings to the program personnel; and
- completing and submitting the Site Visit Report (SVR).

Additional Personnel

Site visitor trainees and/or observers may accompany the site visit team. Site visitor trainees are assigned by the GPHEC. The GPHEC Lead, or designee, will periodically audit site visits as part of the quality assurance process.

In some instances, a third site visitor may be appointed to as an additional site visitor who assists with review of relevant documents both before and during the site visit, as well as being involved in the drafting of the Site Visit Report. The third member of the team may also act as a reserve site visitor in the event of the unanticipated unavailability another member of the team.

Section 3:

Responsibilities

Responsibilities begin when a site visitor accepts the assignment and end when GPHEC awards the final accreditation status to the program.

The GPHEC, the site visitors, and the program work together to coordinate the site visit.

Purpose of the Site Visit and the Site Visit Team

There are multiple steps in the accreditation process and the site visit is an important part of that process. No single part of the process, including the site visit, determines a program's compliance with the Standards or its accreditation status.

After the site visit is complete and the program has had an opportunity to respond to the site visit findings, the GPHEC will determine whether the potential Standards deficiencies observed during the site visit constitute deficiencies within the program. The GPHEC will then make a recommendation based on all program materials, responses, the site visit findings, and remediation by the program. Unbiased observation of the program by the site visit team, those individuals who actually "see" the program, is critical.

Before the Site Visit

The GPHEC will match available site visitors with the program's site visit dates. Upon being selected for a site visit, the team members will confirm with the GPHEC their willingness to participate. A site visitor with a real or perceived conflict of interest with the education program to be evaluated must inform the GPHEC and disqualify themselves immediately. The GPHEC reserves the right to disqualify a site visitor based on a real, perceived, or potential conflict of interest. Prior to each site visit, the site visitor is required to acknowledge the Confidentiality Agreement which is sent in advanced of the site visit.

The GPHEC should be notified at the earliest possible time if any emergency conflicts arise for the site visitors after assignment to a site visit and prior to the scheduled date(s) of the visit. Additionally, emergency contact information for the site visitor should be provided to the GPHEC Executive Office in case it is necessary to make contact while s/he is on a site visit.

Self Study Report

Upon receipt of the program's Self Study Report (SSR) and the Executive Analysis (EA) (completed by the GPHEC Lead or designate), the site visit team members should review the documents in relation to the Standards. Following review of the SSR and the EA, site visit team members should communicate with each other in order to identify concerns, outline specific areas for scrutiny, and

develop strategies for data collection and evaluation. This collaboration should be done the evening before the site visit or earlier when possible. When necessary, the site visit Team Leader should communicate with the education Program Director regarding questions about the SSR and supplementary materials the program should make available during the site visit.

Preliminary Team Meeting

The site visitors should plan to meet with each other before the beginning of the site visit. At this meeting, the site visit team should review issues arising from the Self Study Report, the Executive Analysis, the agenda, and finalize the evaluative strategies.

Agenda

The site visit agenda should be arranged by the Program Director in consultation with the site visit Team Leader. The agenda should ensure that the relevant parties can be interviewed and pertinent data can be collected and verified. In general, site visits are expected to take place over a consecutive two-day period. Final approval of the agenda is the responsibility of the Team Leader.

The agenda will always begin with a meeting with the program director followed by the general group session. The agenda will always end with an informal meeting with the program followed by the exit summation with the administration and program personnel. The order of the other activities in between will vary based on availability of students, graduates, employers, faculty, and travel time to and from the clinical and field internship sites.

Key Elements during the Site Visit

Meeting with the Program Director to review the site visit schedule and make any necessary adjustments.

Hosting the Opening General Group Session to inform the administration and program personnel about the purposes, function, and mechanics of the site visit and its relationship to the accreditation processes of GPHEC.

Interviewing students and reviewing student records and program files. Information collected during these formal activities often provide additional information to support the other activities of the site visit.

Everything in between may be arranged as necessary:

- Interviewing graduates, employers, clinical director, faculty, Advisory committee members
- Reviewing student records and program files
- Visiting clinical and field sites (sample sites)

During the Site Visit

Interview questions are the foundation of the site visit. Phrasing the question properly will elicit more information and accurate information.

The site visit is a dynamic and flexible process that is adapted to the type and size of the program reviewed and the completeness and clarity of the Self Study Report (SSR).

The use of open questions is encouraged, focusing less on one-word answers. Open ended questions can produce facilitative responses and reduce the need for additional questions. Direct questions are appropriate, too, when the need is immediate information or the interviewee is rambling or being vague. Avoid “why” questions; this often puts the interviewee on the spot.

Initial Meeting with the Program Director

Fears and/or anxieties should be allayed, but no promises are ever to be made regarding accreditation decisions. Site visit team members should remind the education Program Director that they are only gathering information and do not make final accreditation recommendations.

This meeting is also a good opportunity to hear candid remarks from the Program Director as well as updates and any program changes that may have occurred since the SSR was originally submitted.

General Session with Program Officials

This session should include as many additional individuals, as feasible, who are involved in the program. Some of the following information will be a review for those closely involved with the process, but it is important to lay the appropriate groundwork.

- Introduce the site visitors. Include names and titles. Backgrounds should include role in paramedic education, paramedic systems, and emergency medical/nursing care.
- Identify that you represent the GPHEC.
- Define the purpose of your visit – to verify and clarify information relevant to the program. Emphasize that the program will be evaluated against the GPHEC Standards. You are not there to tell the program how you do it or how to do it in general. Their program is not evaluated against your program. Make that clear.
- State that all the information that you gather, not otherwise public, will remain confidential.
- Emphasize that the site visit team does not recommend accreditation. The team is responsible for gathering information.
- Clarify which specific paramedic program you are reviewing.
- Explain that you will review the clinical governance and quality improvement aspects of the paramedic system(s) in which the students are placed for field internship.
- Discuss that in order to obtain an accurate reflection of the program, you need to interview students, graduates, employers, and clinical and field preceptors without the program director or faculty present.
- Emphasize that the process is not only to gather information, but also to be consultative. The GPHEC Standards provide minimum requirements.

Data Collection/Interpretation

The site visit team members should solicit, collect, verify, and interpret the information made available by the education program through interviews with faculty, preceptors, employers, program Advisory Board members, and administration. The role of the site visit team is to report on the education program's degree of compliance with the GPHEC Standards by:

- Inspecting the pertinent facilities and resources.
- Reviewing and analyzing appropriate documentation and reports.
- Interviewing key education program personnel, clinical director(s), support staff, students, graduates and representatives from the program's Advisory Committee.

Documentation & the Site Visit Report

- The site visit team must carefully document all findings according to the outline provided in the Site Visit Report. The Site Visit Report is the communication to the GPHEC detailing the findings of the site visit.
- Some questions appear to relate to one another and are indeed asking for a different answer. Do not comment by writing "see above" or refer to a previously answered question. Even if you have to repeat part of an answer, it provides a better understanding for the GPHEC and the program staff who will read the report.
- Evidence must be provided to substantiate all potential Standards deficiencies and/or education program weaknesses.
- For all Standards "Not Met", references must be made to the Standard cited.
- All Standards marked as "Not Met" must have a rationale as to why and how the site team determined that there was a potential Standards violation.
- All questions posed in the Executive Analysis must be addressed and answered at the end of the Site Visit Report.
- Additional notes should be stated in the Site Visit Report further clarifying an issue or providing additional information on the program. The SVR is used to prepare the Findings Letter (FL) and is reviewed by the GPHEC when formulating its decision. Additional information is encouraged that would provide a better snapshot of the program.

Editorials regarding your personal thoughts and feelings about the program are not allowed and may lead to problems when the GPHEC has to address the program. Please refrain from including personal biases and reference to your own program while conducting the site visit and completing the report.

Conclusion of Visit

The site visit will conclude with:

- **Meeting informally with the Program Director, which may include the Dean or equivalent.**
 - Present strengths and potential Standards deficiencies.
 - Present other Recommendations.
 - An UNOFFICIAL paper copy of the Summary Page of the Site Visit Report may be left with the program director at the conclusion of the site visit.
- **Exit Summation**
 - This session includes those individuals invited by the program, and may include administration, staff, and the clinical director. Provide an oral summary of the site visit team's assessment of the program's strengths, potential Standards deficiencies, and suggestions for improvement.
- **Reemphasize**
 - Site visit team maintains confidentiality of the information associated with the site visit not otherwise public
 - Program will receive a written report in the form of a Findings Letter and an official copy of the Site Visit Report
 - Program has been reviewed based on the GPHEC Standards
 - Site visit team does not recommend accreditation status
 - Program will respond to GPHEC directly with written clarifications
 - Program will receive official notification from GPHEC.

After the Site Visit

Following the site visit, team members are required to:

- Submit via email the Site Visit Report within one (1) week of the conclusion of the site visit.
- Submit the GPHEC Expense Report with all expense vouchers/receipts within two (2) weeks of the site visit completion directly to GPHEC's CPA firm. The GPHEC will not reimburse expenses incurred by site visit team members if the expense report is submitted more than 30 days after the site visit.
- Communicate directly with the GPHEC if there are concerns about a site visitor's performance.
- Report to the GPHEC any impropriety or unusual circumstance that could affect the validity of the site visit.
- Submit the names of the program director and/or medical director to the GPHEC if you recommend either as a potential site visitor.
- Complete and return via online survey the Peer Evaluation. (The link will be provided to you following the site visit.)

Findings Letter

Upon receipt of the SVR, the GPHEC will prepare the Findings Letter. The FL reflects the strengths, potential GPHEC Standards deficiencies, weaknesses, and recommendations of the site visit team. It is the basis for the program to confirm the factual accuracy of the report or to allege specific factual errors at the time of the site visit. In addition, the program may submit new documentation of corrective actions taken after the site visit.

A draft of the Findings Letter will be provided to the site visit team for review and comment prior to it being forwarded to the program. The site visit team will have up to one (1) week to review it. The final FL will be sent to the program and it will become part of the permanent and official record of the program, along with the Self Study Report, the Executive Analysis, the Site Visit Report, and the program's response to the Findings Letter.

Section 4

Professionalism

Site visitors are the representatives of the GPHEC; therefore, the behavior of the members of the site visit team will be interpreted as a direct reflection of the professional and ethical expectations held by GPHEC. Although behavioral concerns arise infrequently, this issue has provided cause for questioning the accountability and credibility of the system. Careful adherence to the following principles of behavior should minimize such occurrences and strengthen the educational community's confidence in the accreditation process. In fact, just as in the evaluation of any paramedic educational program, appropriate affective behavior is of paramount importance to the practitioner. In your representation of the GPHEC, the appropriateness of the affective behavior you portray is equally essential.

Behavioral Concerns

There are a few cardinal rules for site visitors to paramedic education programs:

- **Do not tell them how you do it.** They really don't care. Moreover, you give the impression that you are evaluating their program against yours. You cannot do that.
- **Inspect all of the required areas;** cover all of the GPHEC Standards! The process has no credibility if you indicate something is in substantial compliance and it has never been reviewed. The schedule leaves enough time to cover all areas.
- **If clinical or field internship areas are too numerous to visit each location,** the site visit team should select what **they** wish to see. Pre-selection by the program can stack the deck.
- **Explain that you wish to interview students, graduates, and preceptors, without program faculty present.** You need candid information.
- **If a deficiency is suspected, verify it to your satisfaction.** Be thorough.
- **Don't inflict your pet peeve on the program.** Just because you feel that a good paramedic education program must have "X" does not mean the program must have "X" if it is not a Standard.
- **Resist the temptation to tell them how to do it.** General suggestions and ideas on how to accomplish something may be appropriate to a point. However, advice tends to get confused with deficiencies; i.e., "We didn't pass because we didn't do it the way he/she said."
- **Be honest.** There should be no surprises in the final report. The contents of the report should be discussed at the exit summation.
- **Read the Self Study Report.** The process lacks credibility if the site visitors are unfamiliar with the materials. The program has put a great deal of effort into preparing the Self Study Report. Be familiar with it.
- **Conflicts of interest must be avoided.** Site visitors must decline any assignment in which a real or potential conflict of interest may be perceived. This includes assignment to programs

in which former associates, former students or relatives are employed, or institutions where the site visitor has been employed or has a competitive relationship.

Site visitors will not be assigned to programs in the geographic location where the site visitor resides or works or to programs where professional relationships have been developed.

Site visitors should immediately disqualify themselves if at any time in the past they have served as a consultant to the program or the sponsor. A conflict of interest may also arise when a clear disparity in the values, philosophies, or orientations of the program and the site visitor would make an objective evaluation difficult or impossible.

- **Confidentiality must be maintained.** The process of accreditation is credible only to the extent that site visitors recognize, respect, and maintain the confidentiality of all information obtained during the visitation process that is not otherwise public.
- **Undue influence (or its appearance) must be avoided.** Site visitors should not accept favors, services, gifts, or gratuities from the institution or program being visited. When hospitality is offered for the convenience of the site visit team, good judgment and common sense should determine its limits.
- **Imposition of values, philosophies, or methods must be avoided.** Judgment of education program quality and suggestions for improvement must be based upon the GPHEC Standards. Site visitors must not impose personal preferences or ideals upon program personnel or suggest that an institution adopt measures likely to be altered or reversed by subsequent GPHEC action.
- **Do not allow reputation to influence judgments.** Site visitors in awe of a program's reputation or its personnel may be reluctant to criticize obvious deficiencies. Overlooking such weaknesses is not only inappropriate, but may give the institution a false impression concerning the quality of its program and minimize easily fixed but real problems.
- **Avoid unwarranted optimism or sentimental generosity.** Do not be tempted to minimize programmatic deficiencies when the program is doing its best to meet the Standards. Failure to acknowledge and report all deficiencies can mislead program officials, jeopardize students' rights to a quality education, and ultimately call into question the credibility of the accreditation process.
- **Responsibility and authority should not be abused.** The site visitors may find that a marginal program is vulnerable. Do not misuse the power of the accreditation process to destroy a program that may only need help.
- **Dwelling on trivial concerns is counterproductive.** Site visitors often discover small problems that can be solved by attention to minor details. Avoid blowing such trivial concerns out of proportion. Often simple verbal consultation or discussion is all that is needed to correct these problems.
- **Recruitment of program personnel is inappropriate.** Site visitors often find personnel they would like to recruit for their own institutions. Never take advantage of the opportunity afforded by your position as a site visitor to lure good faculty members away from the program being visited.

- **Avoid solicitation.** Site visitors might see the opportunity to suggest themselves for consultation, a temporary job, or a permanent position with the institution or program they are visiting. The GPHEC does not approve solicitation of site visitors to be employed by the program nor for site visitors to use the site visit as a means of job-hunting.

Dress Code

GPHEC's objective in establishing a formal work dress code is to enable our volunteers to project the professional image that is in keeping with the needs of our educational programs to trust us. Site visitors should project the image of a trustworthy, knowledgeable professional for the programs seeking accreditation and our consultative and facilitative services.

Section 5:

Quality Assurance

Quality assurance is critical to the success of the accreditation process. Site visitors are evaluated by their team member, themselves, the Program Director, the Dean or comparable administrator, and the GPHEC.

The GPHEC believes that improvement in the quality and consistency of site visits for accreditation is contingent upon the continued development of the site visitor competencies described herein. The GPHEC believes that such development is dependent upon the objective evaluation of the performance and behavior exhibited by its site visitors as they perform their important responsibilities. Only by employing an evaluation system can the GPHEC Board discern strengths and limitations in the site visit process and provide the educational community it serves with the assurance of its own responsiveness and accountability. For these reasons, the GPHEC has established the following processes regarding site visit assessment:

Evaluation by Program Staff

Following the site visit, the Program Director and Dean or equivalent, are asked by the GPHEC to complete an evaluation using an objective rating scale assessing the knowledge, skills, sensitivities, and behavior (as described herein) of the site visit team. Evaluation of site visit team members is completed independently by the program director and the dean. Oral reports may also be solicited.

GPHEC Evaluation

Staff evaluates the completeness of the Site Visit Report, including: submitting it in a timely manner, responding to all questions posed in the Executive Analysis, listing all potential Standards deficiencies accurately and all the strengths on the Summary page; responding to the Findings Letter draft in a timely manner; and communicating with the GPHEC.

The GPHEC will contact site visitors to conduct a follow-up of the site visit. This may happen before or after the Peer Evaluation or PSQ are completed.

Site Visit Team

Each site visitor is asked to assess the team member(s) as well as themselves and the GPHEC. Each year, site visitors will receive a composite evaluation. If concerns are identified that require immediate attention, the site visitor will be contacted by GPHEC to discuss the situation.

Compilation of Evaluations

The data obtained by the evaluation mechanisms described will be analyzed to determine general areas of strengths and limitations and to detect general trends. Such data will provide the basis for planning subsequent education workshops for new and active site visitors. Site Visitor Checklist

Site Visitor Checklist

Task	Responsibility	Due
Call PD to introduce self; provide background experience related to paramedic education; discuss agenda	TL	Within 5 days of receiving confirmation email with PD's contact info
Communicate with SV team regarding arrival and departure times; introduce self	TL	Within 10 days of receiving confirmation email with PD's contact info
Contact GPHEC to co-ordinate Airline Ticket & Reserve Hotel	TL & TM	After the Team Leader has talked about the preliminary schedule with the Program Director
Send Self Study Report, Executive Analysis, and per diem/advance as appropriate	Staff	4-6 weeks before site visit
Complete site visit agenda with PD	TL	2 weeks before site visit
Communicate with SV team about structure of SV, potential areas of concern	TL / TM	1 week before site visit
Communicate ground transportation arrangements to SV team	PD	1 week before site visit
Pack for Site Visit, including the: (1) Executive Analysis (2) Self Study Report (3) Site Visit Report form (4) Standards.	SV Team	
Site Visit Takes Place		
Email Unofficial Site Visit Report to GPHEC	TL	Within 1 week of site visit
Email Expense Report to GPHEC	TL & TM	Within 2 weeks of site visit
Draft & Review Findings Letter	Staff / SV Team	Within 4-6 weeks after receipt of SVR
Send Findings Letter & Official Site Visit Report to Program	Staff	Within 8 weeks of site visit
Complete Peer Evaluation	TL & TM	Within 6 weeks of site visit
Complete Post Survey Questionnaire	PD & Dean	Within 6 weeks of site visit
Respond to the Findings Letter	PD	8 weeks before next GPHEC meeting (date will be identified in letter)

TM = Team Member
TL = Team Leader

PD = Program Director
Staff = GPHEC Executive Office Staff

SV = Site Visit