Primary Care Paramedic Selection Process Statistical Report October 2011

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School of Health Sciences Paramedic Academy
PCP Program
8 months

A & P
CS200
1 month
online

Core Skills
F210, CS220, CS221, CS222

Block 1

Trauma
CC250
15 weeks

Medical
CC251, CC252, CC253

Complex Cases
CC260

Block 2 Practicum

3 months

Practicum:
3 Clinical Shifts
12+ Ambulance Shifts
2010: Rolling Enrolment

First come, first served

Always filled seats
2010: Rolling Enrolment

First come, first served

Always filled seats

Big waitlist
So what?
2010: Rolling Enrolment

First come, first served
- Always filled seats
- Big waitlist

Always filled seats
- Many not academically or emotionally ready
- Academic exits and student withdrawals
2010: Rolling Enrolment

- First come, first served
  - Always filled seats
  - Big waitlist

- Always filled seats
  - Many not be academically or emotionally ready
  - Academic exits and student withdrawals

- Big waitlist
  - Highly desirable candidates moved on
  - 😞
Hmm...this is a conundrum!
Solution?

A SELECTION PROCESS
Cognitive abilities exam 20%
Medical knowledge exam (EMR) 20%
Behavioural interview 60%

3 possible bonus points
1. There will be an improvement in selected student outcomes versus unselected student outcomes; and,

2. These positive outcomes will validate the selection tools we have chosen.
Figure 1.1

Selected Student Outcomes vs. Unselected Provincial Average

Class Average

Unselected Provincial Average  VA 11-07  VA 12-01  VI 11-09  VI 12-02  KE 11-08  KE 12-03

Class Name
Figure 1.2

Selected CS200 Outcomes vs. Unselected CS200 Provincial Average

<table>
<thead>
<tr>
<th>Class Name</th>
<th>Unselected Provincial Average</th>
<th>VA 11-07</th>
<th>VA 12-01</th>
<th>VI 11-09</th>
<th>VI 12-02</th>
<th>KE 11-08</th>
<th>KE 12-03</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80</td>
<td>86.17</td>
<td>81.19</td>
<td>88.9</td>
<td>83.58</td>
<td>80.83</td>
<td>81.53</td>
</tr>
</tbody>
</table>
Figure 1.3

Overall Scores by Campus

Scores

<table>
<thead>
<tr>
<th>Campus</th>
<th>Unselected Scores</th>
<th>Selected Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelowna</td>
<td>79</td>
<td>83</td>
</tr>
<tr>
<td>Victoria</td>
<td>82</td>
<td>84</td>
</tr>
<tr>
<td>Vancouver</td>
<td>82</td>
<td>85</td>
</tr>
</tbody>
</table>
Figure 1.4

Overall Selection Scores vs: Overall Course Scores

Scores

75
70
65
60

Class
VI 11-09
VA 11-07
VA 12-08
KE 11-08
VI 12-02
KE 12-03

Overall Selection Score
Overall Course Score
1. There will be an improvement in selected student outcomes versus unselected student outcomes; and,

2. These positive outcomes will validate the selection tools we have chosen.
• Cognitive abilities exam
  – does not appear useful on its own
• Medical knowledge exam
  – does not appear useful on its own
• Behavioural interview
  – strong positive correlation; however, not as strong as all 3 tools combined.
NEXT STEPS & RECOMMENDATIONS

• Ongoing measurements of quantitative outcomes
  – Initiate review of student and faculty satisfaction
• Explore demographics of high flyers
  – Target this market niche
• Explore areas of weakness in low flyers
  – Focus our student services and academic support
• Increase marketing efforts
  – To ensure large enough body of candidates to create the kind of success we are looking for
References
