

**FOR
INFORMATION**

PUBLIC

OPEN SESSION

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| TO: | Committee on Academic Policy and Programs |
| SPONSOR: CONTACT INFO: | Susan McCahan, Vice-Provost, Academic Programs (416) 978-0490, vp.academicprograms@utoronto.ca |
| PRESENTER: CONTACT INFO: | See above |
| DATE: | October 15, 2024 for October 22, 2024 |
| AGENDA ITEM: | 3 (a) |

ITEM IDENTIFICATION:

Follow-up Reports on Reviews:

- a) UTSC Paramedicine Program (offered jointly with Centennial College)

JURISDICTIONAL INFORMATION:

The Committee on Academic Policy and Programs (AP&P) is the point of entry into governance for reports, summaries and administrative responses on the results of reviews of academic programs and units commissioned by academic administrators. The role of the Committee is to ensure that the reviews are conducted in accordance with University policy and guidelines, that an appropriate process has been followed, that adequate documentation is provided and consultations undertaken, and that issues identified in the review are addressed by the administration. Under the University of Toronto Quality Assurance Process, the AP&P may request a one-year follow-up report when concerns are raised in an external review that require a longer period of response.

This report is forwarded, together with the record of the Committee's discussion, to the Agenda Committee of the Academic Board, which determines whether there are any issues of general academic significance warranting discussion at the Board level. The same documentation is also sent to the Executive Committee and Governing Council for information.

GOVERNANCE PATH:

1. **Committee on Academic Policy and Programs [for information] (October 22, 2024)**
2. Agenda Committee of the Academic Board [for information] (November 5, 2024)
3. Academic Board [for information] (November 14, 2024)
4. Executive Committee of the Governing Council [for information] (December 10, 2024)
5. Governing Council [for information] (December 19, 2024)

PREVIOUS ACTION TAKEN:

At its meeting on October 24, 2023, AP&P considered the following review:

- The November 2022 decanal review of the UTSC Paramedicine Program (offered jointly with Centennial College), and the September 26, 2023 decanal response. AP&P requested a one-year follow-up report to check in on the program's adjustment to its new administrative home in the UTSC Department of Health and Society.

HIGHLIGHTS:

- a) In December 2023, UTSC ratified a new Memorandum of Understanding for Joint Programs with Centennial College that outlines the governance and academic leadership in detail. With the UTSC-Centennial College Joint Programs Steering Committee and its program sub-groups meeting more frequently as of 2024, UTSC expects a smoother and more effective collaboration and integration between UTSC and Centennial College with the day-to-day work of administering the Paramedicine Specialist program. As a part of this work, a dedicated staffing role focused on the coordination of the Joint Programs has been posted at UTSC; Centennial is proceeding with a parallel posting. This enhances capacity at both institutions, expanding beyond what was a shared position based at Centennial.

The Department of Health and Society has collaborated with Centennial College to propose a major set of program modifications aimed at addressing issues pertaining to ease of transition from UTSC to Centennial College, student readiness and workload, and communications of requirements and expectations. UTSC is currently reviewing the proposed program modifications, taking into consideration the holistic student experience and offering feedback as appropriate.

Program-level changes to the Paramedicine program and enhanced advisory and program supports in the Department of Health and Society are being developed and assessed in close relation to campus-wide curricular planning for the Scarborough Academy of Medicine and Integrated Health (SAMIH).

FINANCIAL IMPLICATIONS:

Not applicable.

RECOMMENDATION:

For Information.

DOCUMENTATION PROVIDED:

- UTSC Paramedicine Follow-up Letter from Dean Karin Ruhlandt, dated September 19, 2024.

September 19, 2024

Dr. Susan McCahan
Vice-Provost, Academic Programs
Office of the Vice-President and Provost, Academic Programs
University of Toronto

One-year Follow-up Report: External Review of the Paramedicine Specialist Program, University of Toronto Scarborough (offered jointly with Centennial College)

Dear Susan,

Thank you for your letter of November 13, 2023 requesting a one-year follow-up report to the November 2-3, 2022 external review of the Paramedicine Specialist program (offered jointly with Centennial College), and the administrative response of September 26, 2023. With this letter and the accompanying table, I am pleased to provide the one-year update requested by the Committee on Academic Policy and Programs (AP&P) on the program's adjustment to its new administrative home, the Department of Health and Society at the University of Toronto Scarborough. Here are the major highlights, with additional details captured in the accompanying table:

- In December 2023, we ratified a new Memorandum of Understanding for Joint Programs with Centennial College that outlines the governance and academic leadership in detail. With the UTSC-Centennial College Joint Programs Steering Committee and its program sub-groups meeting more frequently as of 2024, we expect a smoother and more effective collaboration and integration between UTSC and Centennial College with the day-to-day work of administering the Paramedicine Specialist program. As a part of this work, a dedicated staffing role focused on the coordination of the Joint Programs has been posted at UTSC; Centennial is proceeding with a parallel posting. This enhances capacity at both institutions, expanding beyond what was a shared position based at Centennial.
- The Department of Health and Society has collaborated with Centennial College to propose a major set of program modifications aimed at addressing issues pertaining to ease of transition from UTSC to Centennial College, student readiness and workload, and communications of requirements and expectations. We are currently reviewing the proposed program modifications, taking into consideration the holistic student experience and offering feedback as appropriate.
- Program-level changes to the Paramedicine program and enhanced advisory and program supports in the Department of Health and Society are being developed and assessed in close relation to campus-wide curricular planning for the Scarborough Academy of Medicine and Integrated Health (SAMIH).

Thank you for the opportunity to provide this update. The Dean's Office looks forward to continuing to work toward the implementation of recommendations in collaboration with the Chair of Health and Society and colleagues from Centennial College.

Sincerely,



Professor Karin Ruhlandt
Vice-Principal Academic & Dean

One-year Follow-up Report to the November 2022 UTQAP Review of the UTSC Paramedicine Specialist Program (offered jointly with Centennial College) - Review Recommendations

Date Reported to AP&P: October 24, 2023

Under the *University of Toronto Quality Assurance Process*, the Committee on Academic Policy and Programs (AP&P) considers external appraisal reports and may request a follow-up report where concerns are raised in an external review that require a longer period of response.

The review identified a number of strengths and concerns, and made several recommendations. At its meeting on October 24, 2023, AP&P requested a one-year follow-up report to check in on the program's adjustment to its new administrative home, the Department of Health and Society at the University of Toronto Scarborough.

| Request Prompt <i>verbatim from the request</i> | Rec. # | Recommendations from Review Report <i>verbatim from the review report</i> | Program Response (in Consultation with Centennial College) | Dean's Response |
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| The reviewers noted the need for a more integrated and cohesive approach to the jointly-offered program; they recommended that UTSC and Centennial College seek greater alignment of program goals, reduce overlaps and conflicts between courses and other curriculum components, create a more seamless student experience with access to support resources, and develop a collaborative governance model for program planning and oversight. | 1 | "We cannot give too much importance to the need for seamless integration between the UTSC and CC programs (and joint support staff)." | There has been tremendous effort made towards improving the coordination and integration of the UTSC and CC programs. Many of these efforts are described in greater detail below including the hiring of a new Paramedicine Coordinator embedded in the Department of Health & Society to work closely with the newly appointed UTSC faculty lead, Professor Walter Taveres – an expert in paramedicine. | The Dean's Office remains committed to the seamless integration of all our joint programs with Centennial College, including the paramedicine program. To this end, last fall we ratified a new Memorandum of Understanding for Joint Programs with Centennial that outlines the governance and academic leadership in detail. To support the integration of the day-to-day work involved in administering these programs, the Dean's Office supported the hiring of a new Program Coordinator (0.5 FTE) for the paramedicine program. We also plan to hire a new Joint Programs Coordinator who will work with their counterpart at Centennial College to oversee administrative functions related to all UTSC/Centennial College joint programs. |
| | 2 | "Duplication of courses should also be avoided, and consideration given (especially with the expected expansion to a 3-year college program) to providing additional credits for courses meeting | The proposed 3-year college diploma continues to be discussed at the provincial level alongside consideration of 3-year applied college degrees. UTSC and Centennial continue to monitor these discussions | The Dean's Office will continue to monitor the diploma program expectations in coordination with the Joint Programs Steering Committee. We also continue to monitor provincial discussions about the proposed transition to a 3-year college diploma program. |



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| | | <p>both College and University requirements. Conscious efforts should be made to integrate both programs at all levels (registrar, faculty, library services, student support, etc.), and create a sense of belonging shared by both programs.”</p> | <p>and both institutions remain committed to working collaboratively if/when any changes are announced.</p> <p>Centennial recognizes the development of various relevant frameworks into the profession. The Paramedic Chiefs of Canada Principles to Guide the Future of Paramedicine in Canada (released), the Paramedic Association of Canada National Competency Framework for Paramedics in Canada (pending), and the Canadian Organization of Paramedic Regulators entry to practice framework. However, no plans have been made at this time to revise the curriculum to reflect these new areas. These will be considered once additional information regarding the 3-year diploma or degree is provided.</p> <p>UTSC has proposed a new course, “Advances in Paramedicine,” to reflect contemporary changes in the profession – to be offered Winter 2026, once it has successfully moved through governance.</p> | |
| | 3 | <p>“Greater cohesion and integrated programming and oversight between CC and UTSC would lead to better support and more seamless processes and access to resources for students. Process mapping the program from enrollment to graduation, with significant input from students could be a revealing exercise.”</p> | <p>Our new Paramedicine Coordinator has been working collaboratively with the Academic Partnerships Coordinator at Centennial College to ensure regular exchange of information pertaining to student advising, orientation programming, and program administration.</p> | <p>The Dean’s Office fully supports these exercises which will help to situate the program within existing DHS curriculum and the Joint Program landscape. We are encouraged to see the high degree of cooperation and coordination that has already taken shape since embedding the program in the Department of Health and Society, with Professor Tavares serving as the program’s faculty lead. UTSC and Centennial College have started holding meetings to discuss and document various processes (e.g., registrarial, student</p> |



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| | | | | support) that take place at both institutions to identify gaps that would need to be filled. |
| 4 | <p>“The CC model of having support services embedded within the library services appears to be a great model, is much appreciated by students, and should be emulated by or shared with UTSC.”</p> | <p>UTSC continues to work with Centennial to explore support service models. Specifically, Centennial has shared its “model of having support services embedded within the library services” for UTSC to review and emulate. This review is in progress and expected to continue into the coming year.</p> | <p>The Dean’s Office supports the initiatives undertaken by both DHS and Centennial to provide continuity and mentorship to paramedicine students. We will continue to support this work, working in partnership also with faculty, with the Registrar’s Office, and the Office of Student Experience and Wellbeing, and their counterparts at Centennial. This is an area that is also a priority for the full-time Joint Programs Coordinator role, working in dialogue with departmental and program-specific supports in Paramedicine.</p> | |
| 5 | <p>“Student feedback would suggest that anatomy tutoring at CC was less useful as the tutor was not from the paramedic program and used a different textbook, so there was no continuity of learning. This continuity is essential and should be assured at each institution. Consider offering/facilitating paramedic mentoring by recent program graduates.”</p> | <p>Joint program mapping was conducted with input from Centennial and the proposed modifications are currently moving through governance at UTSC. In this new mapping, anatomy continues to be offered by Centennial. However, UTSC has hired a faculty member who has a paramedicine background (Professor Walter Tavares) and experience with the Centennial portion of the program which should provide both institutions with greater continuity and help to ensure all program aspects can be evaluated and shaped using a paramedicine and academic lens. For lab courses, Centennial is actively inviting previous Diploma and Degree graduates to serve as faculty and better support the mentorship of students enrolled in the program.</p> | <p>The Dean’s Office supports the initiatives undertaken by both DHS and Centennial to provide continuity and mentorship to paramedicine students. We will continue to support this work, working in partnership also with faculty, with the Registrar’s Office, and the Office of Student Experience and Wellbeing, and their counterparts at Centennial. This is an area that is also a priority for the full-time Joint Programs Coordinator role, working in dialogue with departmental and program-specific supports in Paramedicine.</p> | |



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| | 6 | <p>“Continue work mapping program objectives and reduce duplication between programs. One list of research skills that graduates should possess could be created, and course offerings mapped and adapted as required to achieve program level objectives for research.”</p> | <p>As previously noted, joint program mapping was conducted with input from Centennial and the proposed modifications are currently moving through governance at UTSC. Notably, research has also been integrated into the UTSC portion of the curriculum without any duplication of content since Centennial does not offer such courses. For example, the program modification includes the proposed inclusion of courses such as: STAB23 – Introduction to Statistics, PSYB07 – Data Analysis in Psychology, HLTB27 – Applied Statistics for the Health Sciences, HLTB15 – Introduction to Health Research Methodology, HLTD71 – Directed Research in Health Studies, HLTD05 Directed Research on Health Services and Institutions, HLTD02 - Health Research Seminar, HLTD96 Supervised Study in Paramedicine Not all courses are required, students can select from this list.</p> | <p>The Dean’s Office continues to support the Department’s joint curriculum mapping and pathways exercises as described, to fully realize these recommendations. The Dean’s Office is currently reviewing the proposed program modifications, taking into consideration the holistic student experience and offering feedback as appropriate.</p> |
| | 7 | <p>“Consider creating a position to better coordinate and plan the joint activities of both programs and better capitalize on existing human resources that have intimate knowledge of both programs.”</p> | <p>Professor Walter Tavares in the Department of Health and Society now serves as the faculty program supervisor for the paramedicine program. Professor Tavares works collaboratively with Centennial to coordinate and plan joint activities (e.g., the international exchange program, curriculum mapping, and so on). The new Paramedicine Coordinator in DHS works alongside Professor Tavares, providing administrative support for the program and student advising.</p> | <p>The Dean’s Office facilitated the move of the paramedicine program from the Department of Biological Sciences to the Department of Health & Society where there is faculty expertise in paramedicine, namely Professor Walter Taveres who is best suited to serve as the program’s faculty lead. And, as previously noted, we also supported the hiring of the 0.5 FTE program coordinator. The planned hiring of a full-time Joint Programs Coordinator who will work with their counterpart at Centennial College to oversee administrative functions related to all UTSC/Centennial College joint programs will also lead to increased collaboration between the Joint Programs</p> |



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| | | | | Coordinator and the paramedicine program coordinator. |
| 8 | <p>“While there will be many points of contact between UTSC and CC, there should be consideration of the governance and academic leadership with greater emphasis on the development of an integrated program, student development and continued support for graduates in the field, and research.”</p> | <p>The Department of Health and Society has also partnered with the Department of Family and Community Medicine to establish the “Paramedicine Collaborative at the Department of Family and Community Medicine.” This collaboration provides graduates with opportunities for continued development in paramedicine and research at the graduate level. Professor Tavares, the faculty program supervisor for the UTSC paramedicine program, also serves as the Director of the Collaborative, promoting continuity.</p> | <p>The Joint Programs Steering Committee and its program sub-groups meet at least twice per year. This is an active group that is well-placed to ensure both institutions are collaboratively engaged in the program’s interests.</p> <p>In December 2023, UTSC and CC finalized revisions to the Memorandum of Understanding (MOU) governing the Joint Programs. This document outlines the governance and academic leadership in detail and offers more clarity.</p> <p>The program’s transition to the Department of Health and Society is expected to continue to benefit students and faculty and enable future collaborations, including with SAMIH.</p> | |
| 9 | <p>“Strengthening the connections and unity, and ‘esprit de corps’, between the two institutions is highly recommended.”</p> | <p>UTSC and Centennial are engaged in exciting new forms of collaboration and unity. For example, UTSC and Centennial have worked collaboratively on the major program modification proposal; Centennial has become involved in UTSC’s supplementary application processes; Centennial and UTSC have offered joint student information sessions; Centennial is sharing outcomes of new admission processes and more. Both institutions have committed to continue to explore additional opportunities. These kinds of collaborations are expected to be ongoing.</p> | <p>The Dean’s Office recognizes the importance of increased collaboration and supports continued dialogue and information sharing pertaining to admissions, student recruitment, curricular changes, and student advising between UTSC and Centennial College.</p> | |



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| | 10 | “Notwithstanding the very distinct cultures, processes, budget models, and governance between the two institutions, there is a need for a collaborative table and governance model that specifically addresses the joint program(s) in a more integrated and productive manner (for the future) than currently managed.” | See response to recommendation #9. | As previously noted, last fall we ratified a new Memorandum of Understanding for Joint Programs with Centennial that outlines the governance and academic leadership in detail. In addition to the meetings of the Joint Programs Steering Committee and its program sub-groups, colleagues from both UTSC and Centennial College have begun to meet to discuss pain points and potential solutions related to gaps in existing processes. |
| | 11 | “Better coordination and teamwork in enrollment in terms of numbers that the CC program can accommodate for the joint program.” | <p>Centennial and UTSC have participated in UTSC’s admissions processes, specifically jointly reviewing Supplementary Application Forms (SAF) and the overall SAF process. Similarly, Centennial has initiated a new admission process (situational judgment tests (SJT)) as part of their Diploma admission process and has committed to sharing the results of that process for consideration and inclusion at UTSC.</p> <p>Centennial and UTSC continue to discuss changes to the total number of joint program students enrolled. No changes have been implemented as of yet.</p> <p>Discussion regarding enrollment numbers is ongoing. As it relates to the SJTs, these were launched for the Fall 2024 intake. Data anticipated in spring of 2025.</p> | The Dean’s Office supports the Department in collaborating with Centennial colleagues who will be best placed to understand capacity in the program, particularly for student placements. We continue to work with the Registrar’s Office at UTSC and Centennial, via the Joint Programs Steering Committee, on potential admission tools that may be used to support enrolment growth while also ensuring students are prepared to succeed in the program. |
| Noting that the physical fitness requirements for provincial certification as a paramedic are | 12 | “Assuming the lift test continues to be required and an industry standard, efforts should be in place to properly inform, | Both Centennial and UTSC have committed to ensuring lifting, medical and other non-academic requirements, including applicable supports, are | The Dean’s Office looks forward to reviewing the program materials under development to ensure |



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| <p>responsible for significant program attrition, the reviewers recommended clearer communication with students regarding these requirements prior to their entering the program, and consideration of additional admission criteria to facilitate student success.</p> | | <p>screen and prepare applicants before too much of their time, money, and efforts are invested in their training.</p> <p>Other requirements should also be made clear and assessed very early on including health status, immunization, criminal record check, driving record, mask fit testing, etc.”</p> | <p>communicated to prospective students, early to new students, and on an ongoing basis with existing students. This will include marketing information, declaration statements, in orientations. Accordingly, program materials are under development.</p> | <p>clarity and transparency for prospective and current students.</p> |
| | 13 | <p>“The physical fitness and health requirements for a registered health care professional in the province (e.g., lifting test, medicals, vaccinations, driving requirements, etc.) should be clear and achievable for each applicant before entry to the program. At the moment, it appears that students finishing first year may not be aware of these requirements or unable to meet them. Consideration should be given to entry testing for these important admission requirements.”</p> | <p>Centennial and UTSC have participated in UTSC’s admissions processes, specifically jointly reviewing Supplementary Application Forms (SAF) and the overall SAF process. Similarly, Centennial has initiated a new admission process (situational judgment tests (SJT)) as part of their Diploma admission process and has committed to sharing the results of that process for consideration and inclusion at UTSC.</p> <p>Centennial to share data in the spring of 2025.</p> <p>No changes are planned for Centennial’s lifting requirements or processes.</p> | <p>The Dean’s Office looks forward to the data to be shared by Centennial College, which will offer valuable insights on the new admission process recently introduced.</p> |
| <p>The reviewers suggested a number of changes to the curriculum structure and sequencing to allow “more time for maturation of students prior to taking on the responsibility of a paramedic”; they also noted</p> | 14 | <p>“The site visit and our meeting with students would suggest that consideration should be given to revisiting where the UTSC component occurs in the program (currently years 1 and 4). Suggestion was made for this curriculum to be covered in years 1 and 2, providing more time for</p> | <p>Following a comprehensive review and input from both Centennial and UTSC, a major program modification was submitted to the Dean’s office (August 2024). It includes a 2+2 model. This program structure is intended to support many of the issues identified in this review (e.g., ease of transition, student readiness and workload, communication). For</p> | <p>The Dean’s Office is currently reviewing the proposed program modifications, taking into consideration the holistic student experience and offering feedback as appropriate.</p> |



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| <p>considerable challenges for students who are not able to complete program components on the expected timeline and recommended that more flexible pathways to program completion be considered.</p> | | <p>maturation of students prior to taking on the responsibility of a paramedic together with CC classes.”</p> | <p>example, the 2+2 model reduces the number of transitions from 2 events to 1 and later in their academic journey. To address workload, we have included courses in year 4 that permit flexibility in scheduling to accommodate for difficult placement schedules. To support communication, we have hired a Paramedicine Coordinator in DHS and a program supervisor in paramedicine who understands both UTSC and CC systems, and added more touch points with students.</p> | |
| | <p>15</p> | <p>“The potential for a re-focused UTSC year 1 & 2 program could introduce a broader health-oriented foundation, which might increase the appropriateness of this component. Its effectiveness in preparing students for a career in the health system might also benefit. The refocused program might explore modules on health determinants, ‘early patient contact’, pharmacology, etc.”</p> | <p>As previously noted, a major program modification was submitted to the Dean’s office at UTSC in August 2024. In addition to a proposed shift to the 2+2 model, the proposal includes new courses outlined in this recommendation and response. A copy of the suggested course sequence has been provided to the Dean’s office for review. The modification includes the suggestions made. For example, we have included HLTB41 – Introduction to the Social Determinants of Health, HLTB16 – Public Health and HLTC19 – Chronic Diseases. We have maintained several of the patient contact courses (e.g., PMDB42 – Prehospital Care 3, PMDC54 – Prehospital Care 4) and PMDB36 – Pharmacology for Allied Health.</p> | <p>The Dean’s Office is confident that embedding the program in the Department of Health and Society will continue to move the program towards realizing the goal of introducing a broader health-oriented foundation to the curriculum. The Dean’s Office is currently reviewing the proposed program modifications, taking into consideration the holistic student experience and offering feedback as appropriate.</p> |
| | <p>16</p> | <p>“Given recent challenges such as prolonged paramedic off-load delays, consideration should be given to competency-based goal achievement rather than simple completion of 400-450</p> | <p>Centennial and UTSC remain committed to a competency-based model and structure. Centennial College does not include hour minimums or maximums. Rather, completion or exit decisions are</p> | <p>The Dean’s Office will use governance opportunities through the Joint Programs Steering Committee and its program sub-groups to monitor this, as well as the Academic Programs Planning Sub-Group of the SAMIH steering committee.</p> |



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| | | hours on the road. Similarly, having access to various preceptors would increase scheduling flexibility and provide greater exposure to different teaching styles and approaches to paramedicine.” | <p>based on determinations of readiness supported by preceptor input.</p> <p>Despite efforts, the placement structure continues to be a bottleneck in part because of the limitations imposed by placement sites (e.g., in access dates and hours). Both UTSC and CC are active in exploring innovations related to work-integrated learning with our Paramedic Service partners.</p> <p>Centennial and UTSC plan to continue discussions about how to navigate these placement challenges and solutions.</p> | |
| | 17 | “Discussion with leadership on ‘closing the gap’ in the last year should be considered where a course could be created to tie together elements of learning from the three previous years and prepare the student for independent practice. Innovative assessment techniques could be considered for such a program. Similarly, competency-based success for clinical ride-outs could be considered rather than or as a complement to a set number of completed hours.” | See response to item # 16. | The Dean’s Office will use governance opportunities through the Joint Programs Steering Committee and its program sub-groups to monitor this, as well as the Academic Programs Planning Sub-Group of the SAMIH steering committee. |
| | 18 | “A fourth-year course that prepares students for transition to professional life could engage recent graduates to describe lived experience and act as mentors in this | To prepare students for the transition to professional life we have implemented the following strategies: (1) A new course titled “Paramedicine as a Community Based Health and Social Service” has been included in | The Dean’s Office is currently reviewing the proposed program modifications, taking into consideration the holistic student experience and offering feedback as appropriate. The Dean’s Office supports efforts from |



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| | | <p>crucial part of the student’s professional journey.”</p> | <p>the major program modification. This course includes content anticipating and supporting this transition. (2) Work-integrated learning has been moved to years 3 and 4 when students are more prepared for and where most of the socialization into the profession is expected to occur. (3) Centennial has included recent graduates as part of their lab faculty in years 2 and 3. (4) Centennial has organized a mini-symposium connecting learners with members of the profession. (5) our major program modification (if approved) is expected to provide learners with several opportunities to explore the profession in year 4 through supervised/mentored course options (e.g., HLTD71 – Directed Research in Health Studies, HLTD05 – Directed Research on Health Services and Institutions, HLTD02 – Health Research Seminar, HLTD96 Supervised Study in Paramedicine) and/or electives.</p> | <p>both the Department and Centennial College to better prepare students’ transition to professional life.</p> |
| | <p>19</p> | <p>“Creation of alternative pathways where enrollment can include diploma to degree and degree to diploma pathways.”</p> | <p>Both institutions are supportive of providing additional student pathways. This includes (a) direct admission from high school and (b) diploma to degree pathways (for diploma holders from any public institution including but not limited to Centennial College).</p> <p>New pathways are being explored, including to graduate education facilitated by the “Paramedicine Collaborative at the Department of Family and Community Medicine,” at the Dala Lana School of Public Health.</p> | <p>The Dean’s Office supports and will help to facilitate conversations with the Registrar’s Office to explore and expand access pathways for students. The hiring of a dedicated Joint Programs Coordinator at UTSC, in the short term, will play an important part in moving this forward.</p> |



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| <p>Observing that a potential change in provincial requirements related to program length represents both a “pivotal moment in the history of the program” as well as an “opportunity to align the two programs in a way that reduces repetition and builds off each program’s strengths,” the reviewers recommended consideration and planning for a five-year Paramedicine curriculum.</p> | <p>20</p> | <p>“Consideration and Planning for a 5-year program, and the potential impact of provincial requirements for a 3-year College program/degree.”</p> | <p>The proposed 3-year college diploma continues to be discussed at the provincial level. The province is also considering the ability for colleges to proceed with 3-year applied degrees. Centennial and UTSC continue to monitor these discussions. At this point, Centennial has committed to working collaboratively with UTSC as these areas develop. No changes are scheduled or planned at this time.</p> <p>Following a comprehensive review and input from both Centennial and UTSC, a major program modification was submitted to the Dean’s office and includes a 2+2 model. This program structure is intended to support many of the issues identified in this review (e.g., ease of transition, student readiness and workload, communication). Our intention is to maintain as close to a 4-year program as possible.</p> | <p>As previously noted, the Dean’s Office will continue to monitor the diploma program expectations in coordination with the UTSC-Centennial College Joint Programs Steering Committee. We also continue to monitor provincial discussions about the proposed transition to a 3-year college diploma program.</p> |
| | <p>21</p> | <p>“There is an important opportunity to consider integration of Primary Care Paramedic training with Advanced Care or Community Care training if a 3-year College Program were to become the provincial norm. This is particularly relevant given potential developments at SAMIH.”</p> | <p>Following a comprehensive review and input from both Centennial and UTSC, a major program modification was submitted to the Dean’s office and includes a 2+2 model. This program structure is intended to support many of the issues identified in this review (e.g., ease of transition, student readiness and workload, communication).</p> <p>Our intention is to maintain as close to a 4-year program as possible. New graduate programs, including advanced care paramedicine and community paramedicine programs are being explored as part of</p> | <p>The Dean’s Office supports the Department’s efforts to build strong relationships with the Master’s in Advanced Care Paramedicine, Community Medicine Paramedicine, in the Department of Family and Community Medicine, and its long-term efforts to explore post-graduate opportunities.</p> |



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| | | | the “Paramedicine Collaborative at the Department of Family and Community Medicine.” | |
| | 22 | “Consideration should be given to increasing the proportion of college course credits considered to be university equivalent from the current maximum of 7.5. This will be especially important if the college program extends to three years.” | <p>Following a comprehensive review and input from both Centennial and UTSC, a major program modification was submitted to the Dean’s office and includes a 2+2 model. This program structure is intended to support many of the issues identified in this review (e.g., ease of transition, student readiness and workload, communication). The number of courses provided by Centennial remains unchanged.</p> <p>The proposed 3-year college diploma continues to be discussed at the provincial level. The province is also considering the ability for colleges to proceed with 3-year applied degrees. Centennial and UTSC continue to monitor these discussions. At this point, Centennial has committed to working collaboratively with UTSC as these areas develop. No changes are scheduled of planned at this point.</p> | The Dean’s Office will continue to monitor provincial-level discussions regarding proposed 3-year college diplomas. No changes to the college course credits are expected under the proposed 2+2 model. |
| The reviewers made a number of recommendations geared toward increasing students’ opportunities for research engagement and their familiarity with the existing scope of paramedicine research; they suggested several ways in which research competencies | 23 | “A culture of research and intellectual curiosity must be pervasive, not only when taking research related courses, but also in clinical and operational training. The latter courses must be explicitly rooted in the primary research literature and students challenged to think of where the profession it is on solid footing, and where there is uncertainty.” | <p>A major program modification has been submitted to the Dean’s office at UTSC. This includes a 2+2 model, and the courses outlined in this recommendation and response. A copy of the suggested course sequence has been provided to the Dean’s office for review.</p> <p>Some changes that support a “culture of research” include a proposed new course titled “Paramedicine as a Community Based Health and Social Service” in year 2 that includes discussion about “evidence</p> | The Dean’s Office supports the department’s inclusion of research-oriented courses earlier in a student’s academic career and its commitment to evidence-based practice. |



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| <p>might be expanded, demonstrated, and assessed.</p> | | | <p>informed practice”. Under the proposed major program modification, Year 2 will also include HLTB15 – Introduction to Health Research Methodology. We have also included several opportunities to engage in research in year 4 through supervised/mentored course options such as HLTD71 – Directed Research in Health Studies, HLTD05 – Directed Research on Health Services and Institutions, HLTD02 – Health Research Seminar, HLTD96 Supervised Study in Paramedicine) and/or related electives.</p> | |
| | <p>24</p> | <p>“As part of a future joint research program described above, continue existing and formalize new opportunities for students to be involved in research in each year of study. This could include but not be limited to basic evidence-based literacy and key concepts in research, and involvement as a participant, data collector, and study lead. These opportunities should increasingly introduce and affirm basic to advanced topics describing the full breadth of research methods commonly employed to inform paramedicine, not only quantitative methods. Where possible paramedic specific contexts should be used, or bridges built between examples used in biology and how that may specifically be applied in the paramedic context.”</p> | <p>See response to item 23. In addition to the major program modification proposal, establishment of the “Paramedicine Collaborative at the Department of Family and Community Medicine” is complete. This academic research unit at the graduate level will provide opportunities for student engagement in research and related new pathways. For example, 3 PhD-trained paramedics have been given academic appointments providing us with further opportunities for supervised research in a variety of paramedicine related topics (e.g., clinical research, practice-based research, education, first responder wellness, patient care pathways)</p> | <p>See response to item 23. Furthermore, the relocation of the Joint Paramedicine program to the research-intensive Department of Health and Society, with its close links to SAMIH, positions it favourably for potential collaboration in future health research programs.</p> |



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| | 25 | <p>“Create a culture of research, where it is not considered an option for students, but rather an essential skill. Similar to clinical procedures like airway management, these skills could be formally assessed such as the ability to formulate and execute a literature search, proficiency in evidence-based literacy, practice at consenting/assenting patients to a study, etc. They should be explicitly tied to program learning objectives.”</p> | <p>A major program modification has been submitted to the Dean’s office at UTSC. This includes a 2+2 model, and the courses outlined in this recommendation and response. A copy of the suggested course sequence has been provided to the Dean’s office for review.</p> <p>For example, we have proposed a new course titled “Paramedicine as a Community Based Health and Social Service” in year 2 that includes discussion about “evidence informed practice”. Year 2 also includes HLTB15 – Introduction to Health Research Methodology. We have also included several opportunities to engage in research in year 4 through supervised/mentored course options such as HLTD71 – Directed Research in Health Studies, HLTD05 – Directed Research on Health Services and Institutions, HLTD02 – Health Research Seminar, HLTD96 Supervised Study in Paramedicine) and/or related electives.</p> | <p>The Dean’s Office supports the department’s inclusion of research-oriented courses earlier in a student’s academic career and its commitment to evidence-based practice.</p> |
| | 26 | <p>“Ensure that clinical and operational teaching is explicitly rooted in the primary research literature, where studies supporting or not supporting clinical and operational interventions are discussed as they are being taught.”</p> | <p>See response to item 25.</p> | <p>See response to item 25.</p> |
| <p>The reviewers commented that “there exists tremendous potential to have a world-class</p> | 27 | <p>“We conclude that there is research occurring, but that a coordinated research strategy does not exist between the two</p> | <p>While a collaborative program of research and research strategy between Centennial College and UTSC exists, UTSC is leading this agenda with input</p> | <p>The Dean’s Office supports the Department of Health and Society’s collaborations with Centennial College and other stakeholders to ascertain research priority</p> |



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| <p>research program that drives the development of paramedicine,” and recommended a coordinated research strategy between the two institutions to co-develop paramedicine-relevant research initiatives as informed by current challenges, issues, and opportunities in the field.</p> | | <p>programs. We believe there exists tremendous potential to have a world-class research program that drives the development of paramedicine, improves the delivery of paramedic training and assessment of competence, and provides opportunities for paramedic student education in research and evidence literacy.”</p> | <p>from Centennial on priority areas. Faculty, at UTSC and the Paramedicine Collaborative (described above) are active researchers in paramedicine and health professions education. Our plan is to work collaboratively between both institutions and with partner organizations and stakeholders to identify research priorities. Our aim is to leverage the practice-oriented focus of Centennial College along with the complementary policy, health, population and public health strengths of UTSC.</p> <p>Our major program modification also includes a greater focus on research, engaging learners and partners (through community engaged learning strategies) in future research activities. See response to items 25 and 26 for a list of related courses included in the major program modification.</p> | <p>areas. SAMIH will provide a platform with the capability to align with this vision, creating avenues for the Paramedicine program to establish collaborations within the allied health professions.</p> |
| | <p>28</p> | <p>“Create future collaborative research initiatives that capitalizes on the existing strength of UTSC faculty funding success, especially tri-council grants, and CC faculty’s focus on priority gaps in knowledge in paramedicine. The intent it is for UTSC and CC to co-develop paramedicine-relevant research initiatives as informed by challenges, issues and opportunities related to the profession and delivery of health care by paramedics. An example of how this could come about would be the establishment of a “living</p> | <p>See response to item 27.</p> | <p>See response to item 27.</p> |



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| | | laboratory” where education (and other high fidelity simulation based research) data collection could occur at CC in the course of students being trained.” | | |
| | 29 | “Explicitly support with protected time and resources those members of either UTSC or CC that are engaged in paramedicine research to develop a culture of research through a collaborative future research program. This program should begin the process of creating a research focused Masters level program in paramedicine that is jointly offered by UTSC and CC.” | See response to item 27. | See response to item 27. |
| | 30 | “There needs to be more regard for CC’s leadership in building and sustaining relationships and the leverage this has for establishing a global perspective, particularly with regards to research.” | See response to item 27. | UTSC recognizes the expertise and leadership of Centennial colleagues in building relationships that support the joint program and the Paramedicine diploma programs at Centennial. The Dean’s office will work with the program on monitoring curriculum opportunities for the program that will align with Centennial’s academic strengths. |
| | 31 | “Development of graduate studies where those with degrees can continue their studies in paramedicine.” | Establishment of the “Paramedicine Collaborative at the Department of Family and Community Medicine” is complete. This provides an opportunity to pursue graduate education in Paramedicine. At present, there is no paramedicine specific graduate degree, but several graduates have enrolled in graduate programs | The Dean’s Office will monitor the developments associated with the Paramedicine Collaborative and its potential regarding graduate opportunities in Paramedicine. |



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| | | | that are now supported by the Paramedicine Collaborative. | |
| Noting “considerable change and shift in scope of work of a paramedic, not only as a first responder, but a critical component of community-based health care,” the reviewers observed that healthcare-oriented units at UTSC (e.g., the Department of Health and Society and/or the Scarborough Academy of Medicine and Integrated Health) may be a more suitable home for the program in the future; they highlighted the opportunities for interprofessional training and experiential learning that these units could provide. | 32 | “It is highly recommended moving the (UTSC) program from the Department of Biological Sciences to the Department of Health and Society. There should be flexibility for students to take appropriate Biological Sciences courses as electives. There appears to be a better match where paramedicine is headed, and would likely reduce duplication of courses that currently occurs.” | <p>A major program modification has been submitted to the Dean’s office at UTSC. This includes a 2+2 model, and a transition from the Department of Biological Sciences to the Department of Health and Society.</p> <p>This transition aligns with the direction of the profession by maintaining some directly relevant biological sciences content (e.g., BIOA01 – Life on Earth, Unifying Principles, HLTA03 – Physiology Through the Life Course: From Birth Through Death, HLTC19 – Chronic Diseases, HLTC27 – Community Health and Epidemiology, HLTC42 Emerging Health Issues and Policy Needs) and opportunities for electives. Other courses support and align with the transition of the profession. For example, by including: HLTA02 – Understanding Health and Society: Theories, Perspectives and Patterns, HLTB40 – Health Policy and Health Systems, PSYB32 – Abnormal Psychology, HLTB41 – Introduction to the Social Determinants of Health, HLTC81 – Health Professions and Practice.</p> | The Dean’s Office is currently reviewing the proposed program modifications, taking into consideration the holistic student experience and offering feedback as appropriate. |
| | 33 | “With the establishment of the Scarborough Academy of Medicine and Integrated Health (SAMIH) it is recommended that the Program in Paramedicine be brought under the umbrella of SAMIH.” | <p>See response to item 23.</p> <p>Further, as recommended, paramedicine has been brought into the SAMIH initiative with Professor Tavares serving on a number of SAMIH Planning Tables, including the Academic Programs & Planning table.</p> | On September 14, 2023, the SAMIH Steering Committee, upon application by the previous UTSC Dean, formally included the Paramedicine program in SAMIH. The Dean’s Office appreciates Professor Tavares’ participation in the different SAMIH Planning Tables to see how paramedicine could be better |



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| | | | | incorporated with SAMIH given the strong synergies with campus-wide planning in this area. |
| | 34 | “The relatively recent move of a paramedic faculty who has been very active in the production of scholarly work related to the advancement of paramedicine to UTSC in Health and Society, with a focus on health professions and practice, could be leveraged more fully. It would seem that the Department of Health and Society could be more involved with the Department of Biological Sciences, and may in itself be a more natural home, in an integrated undergraduate degree in paramedicine.” | See responses as above. | The Dean’s Office appreciates and respects the work of Professor Taveres in collaborating with Centennial College to coordinate and plan joint activities relating to curriculum mapping and the international exchange program. The Dean’s Office also appreciates his participation in the SAMIH Planning Tables to explore additional opportunities and pathways. These discussions will be integrated with ongoing dialogue with academic departments as curricular planning for SAMIH moves forward in 2024-25. |
| | 35 | “UTSC and CC should begin discussions with the Temerty Faculty of Medicine in the planning of SAMIH and the potential for integration of the paramedicine program and/or for interprofessional training.” | See response to item 33. | See #33. Effective September 14, 2023, DHS faculty serving as academic lead for the Joint Paramedicine program have been made formal members of the SAMIH Academic Programs Planning Sub-Group alongside representatives of Temerty and other allied health professionals. It is a priority for the Dean’s Office to continue to work in close collaboration with Temerty as curricular planning for SAMIH moves forward. |
| | 36 | “The opportunity for leveraging the SAMIH program should continue to be a priority as it could potentially improve the | See response to item 33. | The Dean’s Office will continue to monitor discussions happening within the SAMIH Academic Programs Planning Sub-Group to identify such innovation |



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| | | program and drive innovation in paramedicine.” | | opportunities and their connection with emerging SAMIH curricular priorities. |
| The reviewers recommended that UTSC and Centennial College “create or continue with inter- and intra-institution team meetings to discuss the future of the joint program and potential options for evolving and addressing the future of a paramedicine education, training and research, and interprofessional practice in health care delivery in the community.” | 37 | “Create or continue with inter- and intra-institution team meetings to discuss the future of the joint program and potential options for evolving and addressing the future of a paramedicine education, training and research, and interprofessional practice in health care delivery in the community.” | See response to item 26, 27 and 31. | The Joint Programs Steering Committee and program sub-group continue to be important tools for inter- and intra-institution collaboration. The program sub-group meets twice a term. The Joint Programs Steering Committee meets at least once in both Fall and Spring. |
| | 38 | “Re-imagining the program as a more fully integrated program in Paramedicine positioned to drive the future of paramedicine in Canada.” | See response to items 26, 27 and 31. Further, even in the 2+2 structure proposed in the major program modification, learners will continue to experience an integrated structure taking both UTSC and CC courses through years 3 and 4. In Year 2 a paramedicine specific course (HLTBXX – Paramedicine as a Community Based Health and Social Service) has been proposed to be included to further integration efforts. | The Dean’s Office is currently reviewing the proposed program modifications, taking into consideration the holistic student experience and offering feedback as appropriate. |
| | 39 | “We recommend that emphasis be placed on developing the joint program as an endeavour that will strengthen prospective paramedic careers by driving the development of this nascent profession, rather than providing options for paramedics when they leave the profession.” | See response to items 26, 27 and 31. | The Dean’s Office anticipates that the continued implementation of recommendations noted above, in particular, the new alignment of the program with DHS priorities such as policy, public health and paramedic practice, will benefit students in this regard, and better align the program with expectations of the profession. |



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| Other recommendations not prioritized in the Request for Administrative Response | 40 | “It is important to note that the visiting team had no opportunity to visit clinical sites / paramedic services in which students undertake their clinical training and we therefore cannot comment on those components of the curriculum. This area is an important one for future reviews to examine.” | See response to item 16. | The Dean’s Office will use governance opportunities through the Joint Programs Steering Committee and its program sub-groups to monitor this, as well as the Academic Programs Planning Sub-Group of the SAMIH steering committee. |
| | 41 | “An important issue restricting numbers of places available at CC is the requirement for competence-based modules that must comply with provincially mandated staff/student ratios. Similarly, clinical placements and ambulance service attachments are significant issues influencing student numbers. This is an issue affecting many equivalent programs at international level and requires both additional academic resources and effective partnerships with clinical sites and services.” | The main limitation restricting numbers of places available at CC is placement availability. Despite efforts, this continues to be a bottleneck. The issue has been brought forward to local/regional placement sites and to provincial leadership (i.e., the Ministry of Colleges and Universities, the Ministry of Health, the Ontario Association of Paramedic Chiefs, and the Ontario Base Hospital Group). All are active in exploring innovations related to work-integrated learning with our Paramedic Service partners. Centennial and UTSC are continuing discussions about how to navigate these placement challenges and potential solutions. | The Dean’s Office will continue to monitor this area, including in relation to campus-wide discussions about experiential learning and co-op opportunities. |
| | 42 | “It is possible for CC graduates to apply for completion of the UTSC program, but not from other Colleges. Similarly, there is no apparent port of entry for students with a BSc or other degree into CC, and no apparent entry for out-of-province or international students. This is an | See response to item 19. | The Dean’s Office will help to facilitate conversations with the Registrar’s Office to explore and expand access pathways for students. It is expected that this will be reviewed on an ongoing basis, in coordination with the program sub-group of the Joint Programs Steering Committee, noting that residency |



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| | | important consideration if one was to aspire to build upon its national and international scope and leadership.” | | requirements and transferability of qualifications will need to be monitored. |
| 43 | “While a potential increase of international students might offer additional or new revenue generation, there may be opportunities for increased resources to be explored through advancement/philanthropy/fundraising.” | UTSC to engage with the UTSC Development and Alumni Relations Office. | | The Dean’s Office will continue to be in dialogue with the UTSC Development and Alumni Relations Office to explore such fundraising opportunities. |
| 44 | “philanthropic and other fundraising could be leveraged, and with greater collaboration between the two institutions in areas of advancement.” | DHS is committed to engaging with the UTSC Development and Alumni Relations Office in near future. | | As above. |
| 45 | “Encourage the recruitment of tenure and teaching track professors who specialize in paramedicine. Consider Adjunct positions or cross appointments between UTSC and CC that can complement teaching or act as mentors for research specific to paramedicine.” | DHS have participated in and supported the development of the “Paramedicine Collaborative at the Department of Family and Community Medicine (DFCM).” This has led to 3 PhD-trained paramedic adjunct appointments to U of T. The DFCM along with DHS and the Provost office are exploring increasing that to status only appointments to better support research specific to paramedicine. Once a decision is made, cross appointments will be explored. While adjunct positions and cross appointments between UTSC and CC continue to be explored, both faculty have agreed to provide support (e.g., in curriculum planning, as guest faculty) where feasible and appropriate. | | The Dean’s office continues to work with the Department to explore strategies that may facilitate more formalized teaching appointments with CC, including the possibility of Adjunct status-only positions. This will also entail consultation with the Vice-Dean Faculty Affairs, Equity, and Success, and with VPFAL to explore possibilities. |



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| | 46 | "Paramedic preceptors should be evaluated and this fed back to the joint program's administration for quality assurance." | Centennial is leading efforts on preceptor evaluation given the close links Centennial has with placement sites. UTSC to provide support including links to the Faculty of Medicine "Learner Assessment of Clinical Teaching" (LACT) project. | The Dean's Office supports the Department's efforts to work with CC to develop the paramedic preceptor evaluation strategy as part of a continuous quality assurance program. |
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