

2015

2015 Sterile Processing, One Year Program Review Follow-up Report

Fanshawe College of Applied Arts and Technology

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One Year Report on the Sterile Processing PROGRAM REVIEW Implementation/Action Plan

Completion Date:

Recommendations	Implementation/Action Plan	One Year Report
<p>a) Require proctoring and photo ID for online exams.</p> <p>b) Re-examine how communication skills are taught and evaluated in this program.</p> <p>c) Consider implementing minimum standards for English Language proficiency.</p> <p>d) Consider including a high level introduction to pathology in the program curriculum in relation to Anatomy and Biology.</p> <p>e) Emphasize the importance of EESs and professionalism in the sector.</p>	<p>Action (a and c): Implement online or in-person proctoring for final exams through FanshaweOnline (FOL) and OntarioLearn. Responsible: Program Consultant, Program team Timeline: Fall 2015</p> <p>Action (b): Continue to instruct students on communication skills in the Human Relations course and to reinforce them throughout the program. Responsible: Program Consultant, Program team Timeline: ongoing</p> <p>(d): Not feasible at this time.</p> <p>Action (e): Continue to include professionalism case studies and update Course Information Sheets (CISs) to reflect where they are included. Responsible: Program Consultant Timeline: January 2016</p>	<p>a) Complete, proctored exams have been in place since Fall 2015</p> <p>b) Human relations has been revised with a new textbook Winter 2016</p> <p>c) Proctored exams have assisted with assessing English proficiency</p> <p>d) Not feasible at this time</p> <p>e) Ongoing in program, professionalism case studies in course modules</p>
<p>a) Consider some blended delivery of courses or design a “skills day” in a lab/simulation setting within the program to reinforce skills applications and safety procedures.</p> <p>b) Explore implementing a requirement for the students to observe a working OR.</p> <p>c) Integrate the clinical practicum as a mandatory component of the program.</p>	<p>Action (a): Explore hosting a skills review (e.g. workshop) for students living in the London area to attend prior to their clinical placements and an alternative for those taking the program via OntarioLearn. Responsible: Program Consultant Timeline: Implement for Fall 2017</p> <p>Action (b): Explore options to have students observe a working operating room, where possible. Responsible: Program Consultant Timeline: January 2016</p>	<p>a) Program is offered via Ontario Learn, blended format is not feasible as student enrolment will decrease. Considering option of professional development day in collaboration with the Medical Device Reprocessing Association</p>

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<p>d) Include an evaluation of the student's communication skills within the Clinical Practicum Objectives. Adapt the Clinical Practicum Objectives rubric to ensure consistent methods of evaluation across all fields on the form.</p> <p>e) Consider ways to support the student and the practicum site during Clinical Practicum.</p>	<p>Action (c): Submit degree audit change to make the clinical placement mandatory. Responsible: Program Consultant Timeline: December 1, 2015 for implementation Fall 2016</p> <p>Action (d, e): Update Sterile Processing clinical placement evaluation for consistency and to include: a student visit to an operating room, where possible, once approved by London Health Sciences Centre (LHSC); and an evaluation of the student's communication skills. Responsible: Program Consultant Timeline: January 2016</p> <p>Action (f): Update employer and student orientation packages for placement to include placement coordinator contact information and information about student support services. Responsible: Program Consultant Timeline: ongoing</p>	<p>b) Students now visit a working OR when in placement</p> <p>c) Clinical at this time is optional and 90% of students enroll in clinical</p> <p>d) Clinical evaluation document revised Spring 2016 with the assistance of the LHSC Medical Device Reprocessing team and St. Joseph's</p> <p>e) Program consultant visits clinical site during student placements to assist with the evaluation process</p>
<p>a) Consider designing an optional course to introduce sector specific computerized technology.</p> <p>b) Consider renaming the program to Medical Device Reprocessing.</p> <p>c) Align the curriculum with CSA standards to prepare students to write the CMDRT exam.</p> <p>d) Research hiring practices to determine whether to change Admissions Requirements in the program (e.g. do employers require Grade 12/GED?).</p>	<p>Action (a): Continue to expose students to sector-specific technology (e.g. an optional course, videos). Responsible: Program Consultant Timeline: ongoing</p> <p>Action (b): Research renaming the program and submit degree audit. Responsible: Program Consultant Timeline: December 1, 2015 for implementation Fall 2016</p> <p>Action (c): Research CSA standards and how they can be incorporated into the program. Responsible: Program Consultant Timeline: January 2016</p> <p>Action (d): Re-examine admission requirements to ensure they align with industry. Maintain communication with employers regarding hiring practices. Responsible: Program Consultant</p>	<p>a) At this time the students are exposed to technology through the courses and also during clinical</p> <p>b) Complete, new DAR for 2016-17 is SPR2 Medical Device Reprocessing</p> <p>c) Curriculum will be fully aligned in Winter 2017, with the addition of the new textbook from the CSA standards</p> <p>d) Admission requirements into the program are mature student status or OSSD, no change at this time</p>

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<p>a) Explore opportunities to partner with LHSC and other organizations to provide PD and annual competency training (e.g. through providing challenge exams or research assignments).</p> <p>b) Investigate how many hours of employment are required after completing Fanshawe's certificate program in order to write the CMDRT exam and include that information when promoting the program.</p> <p>c) Explore opportunity to proctor CMDRT exams.</p>	<p>Timeline: ongoing</p> <p>Action (a): Meet with LHSC partners frequently to explore further partnership and research opportunities. Responsible: Program Consultant Timeline: ongoing</p> <p>Action (b): Research CSA standards and how they can be incorporated into the program. Responsible: Program Consultant Timeline: January 2016</p> <p>Action (c): Explore opportunity for Fanshawe College to be a host site for the CMDRT exam. Responsible: Program Consultant Timeline: Fall 2016</p>	<p>a) Ongoing and researching potential workshops and professional development</p> <p>b) 500 hours of employment is required</p> <p>c) Ongoing and still under research</p>
<p>a) Keep students current and up-to-date with changes to equipment, processes and devices in the field.</p> <p>b) Explore ways to assess the students' aptitude for change and technological proficiency.</p> <p>c) Liaise with Corporate Communications/ Privacy Officer/ Communications Officer at various organizations to arrange to video record equipment, protocols, and procedures.</p>	<p>Action (a, c): Incorporate live video into program courses (e.g. real labs/sites using professional videographer). Responsible: Program Consultant Timeline: Winter 2017</p> <p>Action (b): Explore different options to provide students with information regarding program fit, personality aptitudes and aptitude for change documents throughout the program and in the Human Relations course. Responsible: Program Consultant Timeline: ongoing</p>	<p>a) Ongoing and currently have revised 4 out of the 6 courses with the Shared Ontario Online Funding through Ontario Learn. Application for 2017-18 funding is completed and ready for assessment by the panel</p> <p>b) Students use Fanshawe Online for all courses and use dropbox, quiz and discussion sections. Students are exposed to technology in the courses and screen shots and videos are provided on the software from the Medical</p>

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		Device Reprocessing departments c) Ongoing, and embedded some real life video into the courses where appropriate
a) Build an assignment into the coursework that requires students to develop a research question within the field, e.g., researching sterilization parameters. b) Introduce case studies into the curriculum to allow students to conduct a root cause analysis. c) Explore opportunities for live client projects: community partners present a problem which students' research and provide solutions for within their coursework.	Action (a, b and c): Investigate where research activities (e.g. case study) would best fit within the program and update curriculum to reflect the decision. Responsible: Program Consultant, Program team Timeline: Fall 2017	a) Complete and research assignment added to HLTH-1118 Microbiology and Infection Control b) Case studies have been added into all program courses c) Ongoing and further research required
a) Consider whether to make clinical placement a mandatory component of the program; work with hospitals to investigate possibilities for flexible placement opportunities. b) Investigate options for providing additional recognition of students' learning for those who do complete placement – e.g. consider 2 streams of the program, one with placement, one without.	Action (a, b): Submit degree audit change to reflect a mandatory clinical placement. Responsible: Program Consultant Timeline: December 1, 2015 for implementation Fall 2016	a) At this time clinical is optional and will require further research for the DAR 2017-18 b) Ongoing and requires further research, at this time students are awarded a letter of recognition for clinical completion along with the course on their transcript
Inquire with the Registrar about setting up recognized credit transfers for the	Action: Discuss options for setting up process of automatic transfer of external credits. Responsible: Program Consultant, Registrar's Office	a) Complete, equates have been added to the system

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Human Relations, Microbiology, and Basic Anatomy courses.	Timeline: January 2016	
Follow up with instructors to ensure that they offer a brief orientation to FOL/information about tech support in their welcome message to students on their course home page.	Action: Continue to provide an orientation to FOL and information about technical support on the FOL homepage for all program courses. Responsible: Program Consultant in consultation with Educational Support Technologist for Health Sciences Timeline: Winter 2016	a) Complete, Fanshawe online student guide added to courses
<p>a) Investigate industry trends and nomenclature in order to determine whether to rename the program.</p> <p>b) Submit degree audit change form to the CAE by Dec. 1, 2015, if necessary.</p> <p>c) Provide the Program Vocational Learning Outcomes to all new instructors in this program.</p>	<p>Action (a, b): Research renaming the program and submit degree audit. Responsible: Program Consultant Timeline: December 1, 2015 for implementation Fall 2016</p> <p>Action (c): Continue to update VLOs on program information sheet and in orientation guide, as needed. Responsible: Program Consultant Timeline: ongoing</p>	<p>a) Program has been renamed to Medical Device Reprocessing Certificate, new program code SPR2, complete</p> <p>b) DAR complete for 2016-17 with rename</p> <p>c) Complete and ongoing for new faculty</p>
<p>a) Refer instructors to the FOL training sessions and the instructional designers at the Centre for Academic Excellence who are available to work with faculty to develop learning objects, interactive learning tools, best practices for group learning online, etc.</p> <p>b) Develop methods of evaluation appropriate to an online delivery which can measure the psychomotor competencies identified in the course learning outcomes, where necessary.</p> <p>c) Work with instructors to integrate more discussion of scopes into several of the core courses.</p>	<p>Action (a, b): Promote available professional development opportunities and resources (e.g. Organizational Development and Learning, Instructional Designers in CAE) to program team. Responsible: Program Consultant Timeline: ongoing</p> <p>Action (c): Integrate more discussion of scopes into several core courses. Responsible: Program Consultant, Program team Timeline: Fall 2015</p> <p>Action (d): Consider opportunities to introduce chemical safety within the program. Offer Workplace Hazardous Materials Information System (WHMIS) and Respect in the Workplace modules and online orientation for students prior to going on placement. Ensure that SPR is added to the list for access to these modules.</p>	<p>a) Ongoing and complete for all new faculty. Professional Development workshops are shared with faculty monthly via the newsletter</p> <p>b) Video assignments have been implemented into the courses where appropriate</p> <p>c) Learning outcome for scopes has been added to each of the courses</p> <p>d) Complete and case scenarios within the courses</p>

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<p>d) Work with instructors to integrate workplace health and safety issues pertinent to chemical exposure into the Decontamination, Principles, Procedures course.</p> <p>e) Update CIS where relevant, including the revised EESs, particularly to reflect how numeracy is covered in the program.</p>	<p>Responsible: Program Consultant Timeline: ongoing</p> <p>Action (e): Update CIS where relevant, including the revised EESs, particularly to reflect how numeracy is covered in the program. Responsible: Program Consultant Timeline: EES for Fall 2015, ongoing thereafter</p>	<p>e) CIS revised and revisions are ongoing</p>

Notes: