

# Building Global Educational Pathways

for Enhancing the Reach of Community Paramedicine



IRCP

June 4, 2016

Josephine Kershaw, PhD

Mary Ahlers, ACP, CP, RN, MEd

---

## Recommendations from the Lancet Commission Report: Health Professionals for a New Century (Cuff, 2016)

- Promote a new professionalism that uses competencies as the objective criterion for the classification of health professionals.
- Adopt locally but harness resources globally in a way that confers capacity to flexibly address local challenges.
- Link together through networks, alliances, and consortia between educational institutions worldwide.

# Educational Aims



- Enhancing the CP profession through educational pathways
- Professionalization of community paramedicine guides formal education and curriculum requirements that academic institutions develop to best prepare their students.

# Definitions



- (1) a body of knowledge,
- (2) ethical guidelines, and
- (3) a professional organization with a growing set of publications and best practices

(Cox, 2010, p. 7)



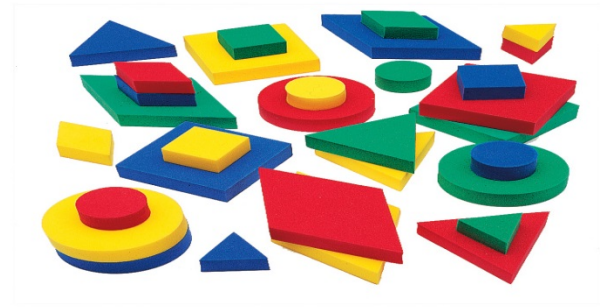
## Definitions (cont.)

- A profession arises “when any trade or occupation transforms itself through the development of formal qualification based upon education, apprenticeship, and examinations, the emergence of regulatory bodies with powers to admit and discipline members, and some degree of monopoly rights”

Bullock and Trombley, 1999

# Development Models

- attribute model
- power model
- process model



Which model?  
Maturity of profession

Curnow and McGonigle, 2006, p. 287

# ATTRIBUTE MODEL

- Describes the traits, attributes or characteristics that define a profession as something different than other occupations
- First define the standards of the profession
- Next clearly demonstrate how profession provides a service that is recognized as a public or social good



# POWER MODEL

- Exemplifies an organization restricting the supply of certain services from one group with lesser qualifications, and transfers this service to another group with appropriate skills and training





# PROCESS MODEL

## **Stage 1. Occupation identified**

*Key event: Critical mass of workers performing similar work activities*

## **Stage 2. Educational programs and training provided**

*Key event: Standard knowledge and skills are established*

## **Stage 3. Professional standards association established**

*Key event: Qualifications (ex. certification/licensure) are developed*

## **Stage 4. Code of ethics developed**

*Key event: Internal and external rules of profession are adopted*

## **Stage 5. Societal support of profession recognized**

*Key event: Reflected in law, policies, and reimbursement of services*

# Elements of Development: Maturity of a Profession

(McConnell, 2004)

Element	Description
Initial Professional Education	Advanced university programs for a particular field, such as law school for lawyers and medical school for doctors
Accreditation	Process in which certification of competency, authority, or credibility is presented
Skills Development	Required period of actual practice in applying university knowledge before a certification exam can be taken

# Elements of Development: Maturity of a Profession

Element (cont)	Description (cont)
Certification	An actual exam, such as the CPA exam for accountants
Licensing	Mandatory and administered by a governmental authority
Professional Development	Ongoing professional education, most critically in a profession, such as medical doctors, with a rapidly changing body of knowledge

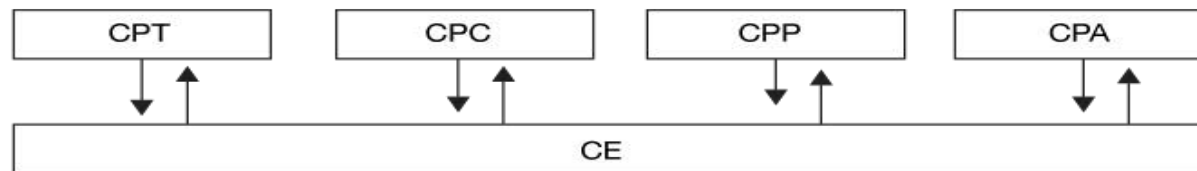
# Elements of Development: Maturity of a Profession

Elements (cont)	Description (cont)
Professional Societies	Group of like-minded individuals who put their professional standards above their individual self-interest or their employer's self-interest
Code of Ethics	Behavioral standards with specific sanctions for violation of the code. If such sanctions are absent, the code is just a list of aspirations.

# Community Paramedic: Working Definition

- A **state licensed EMS Professional**
- Has completed a formal internationally standard **educational program** through an accredited college or university
- **Demonstrates competence** in the provision of health education, monitoring and services beyond the roles of traditional emergency care and transport
- Education and operation in conjunction with **medical direction**
- The **specific roles and services** are determined by community health needs and in collaboration with public health, the Community Health Needs Assessment (CHNA) and medical direction





Description	Title
Basic life support provider; entry level	Primary Care Paramedic (PCP)
Advanced life support provider with limited skill set	Intermediate Care Paramedic (ICP)
Advanced life support provider	Advanced Care Paramedic (ACP)
PCP, ICP or ACP with prevention, public health, and post acute skills	Community Paramedic (CP)
Ambulance service	Paramedic Service



## Community Paramedic Technician (CPT):

- Awards Certificate or Technical Diploma
- Connects underutilized resources to underserved populations.
- Expands the role of the paramedic (not scope) to provide health services where access to physicians, clinics, and/or hospitals is difficult or may not exist.
- Exists for the sole purpose of serving the needs of a particular community and its success relies heavily on collaboration among local stakeholders.
- Follow a pre-existing care plan
- Functions under the guidance of an advanced care provider





# Community Paramedic Clinician (CPC):

- Awards Associate Degree
- Fundamentally similar to the CPT role, however with expansion of capabilities to: physical examination, decision making/critical thinking as related to:
  - History Taking
  - Conducts a physical examination.
  - Evaluation of treatment effectiveness.
  - Performs interventions (treatments).
  - Provides feedback as it relates to effectiveness of the care plan.
  - Collaborates with other healthcare professionals to modify care plan.



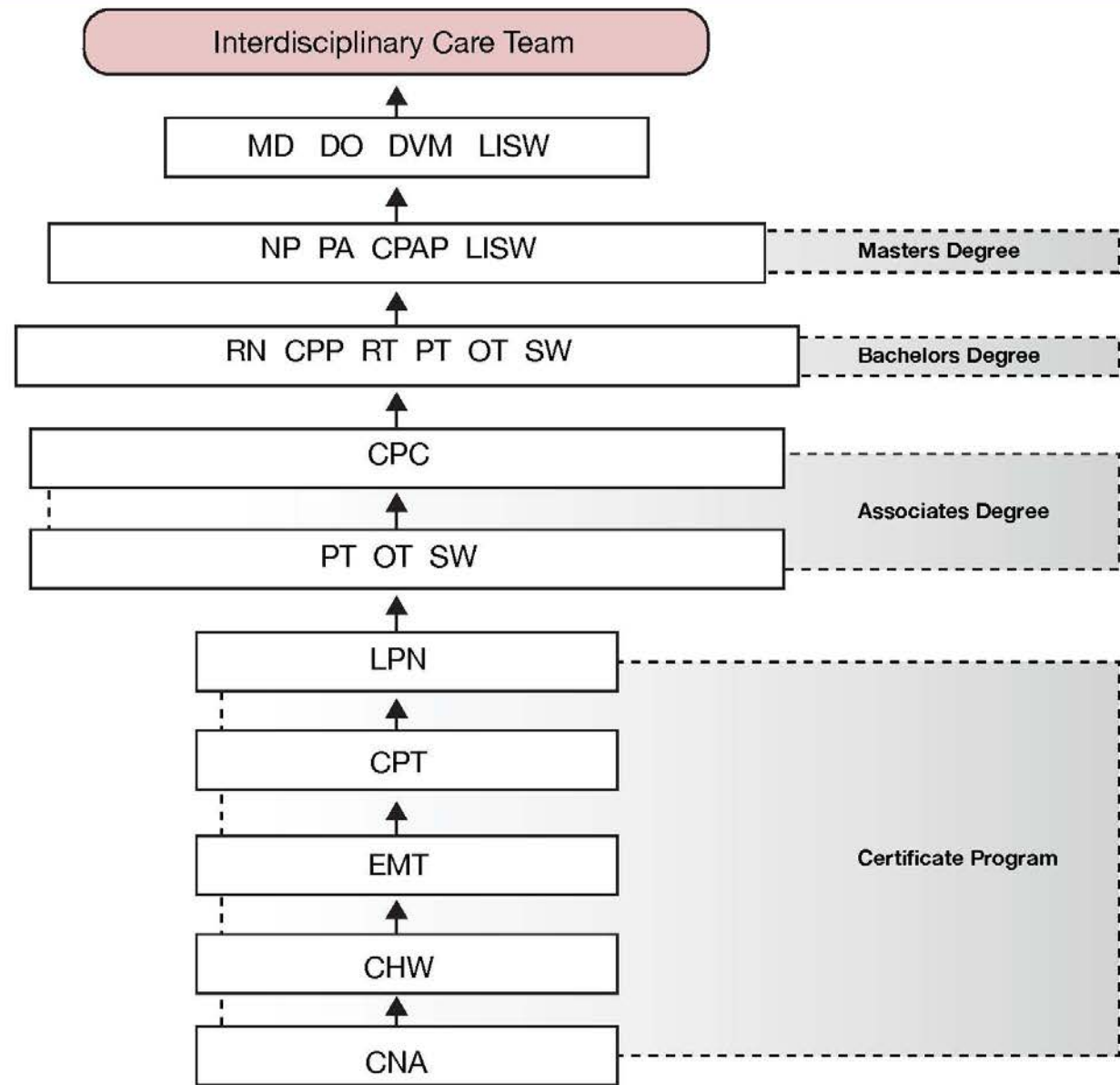
# Community Paramedic Practitioner (CPP):

- Awards Bachelor's Degree
- Can establish, evaluate and modify a treatment care plan under the guidance of a provider
- This level builds on the cognitive, affective and psychomotor base knowledge obtained in the previous levels with the expansion of:
  - Physical examination.
  - Evaluates and modifies care plan.
  - Evaluates and modifies treatments

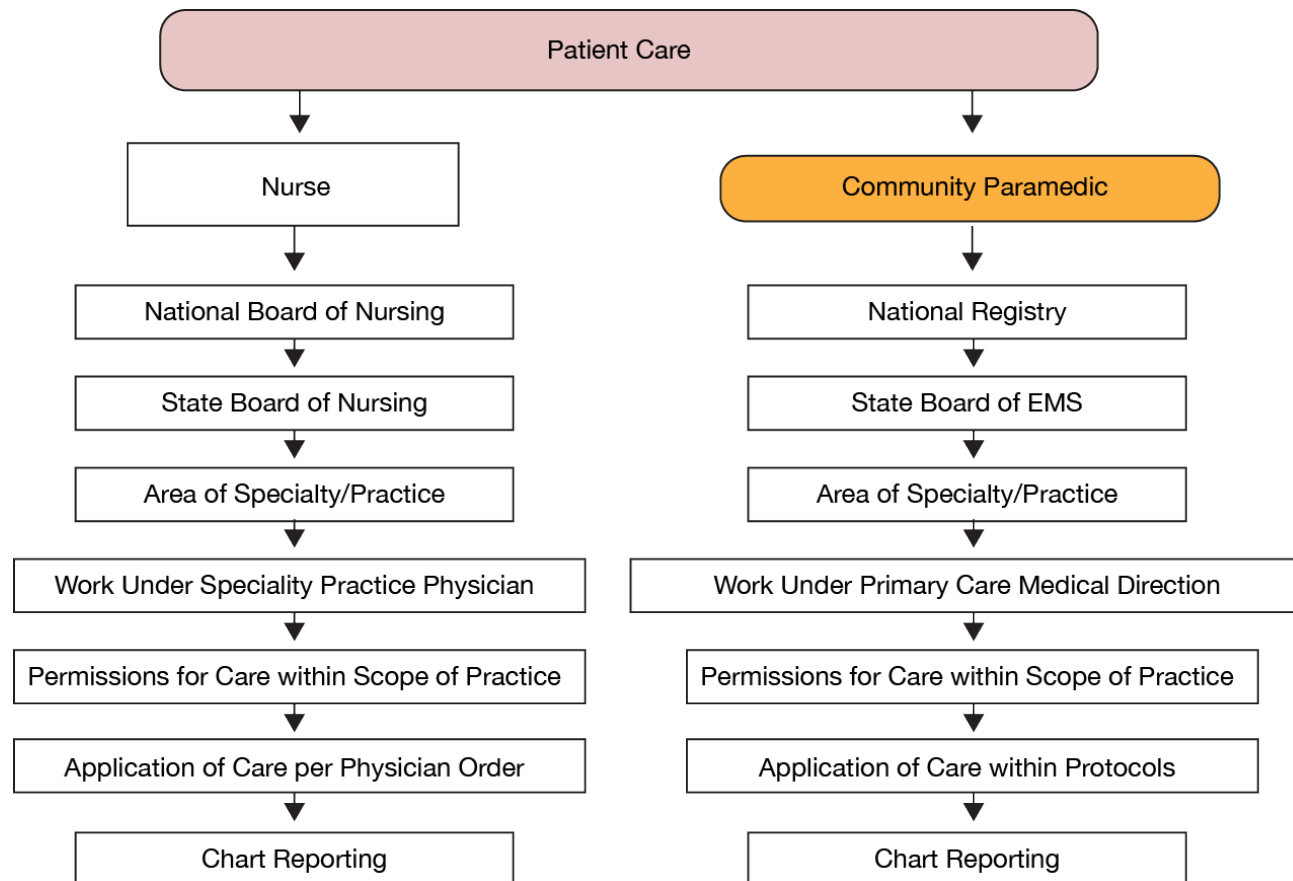
# Community Paramedic Advanced Practitioner (CPAP):

- Awarded Master's Degree
- Builds upon previous education and practice
- Similar to Physician Assistant, Nurse Practitioner in terms of role and scope.
- This level has the ability to make treatment decisions.
- Can prescribe a care plan
- Has autonomy to drive care under the guidance of physician

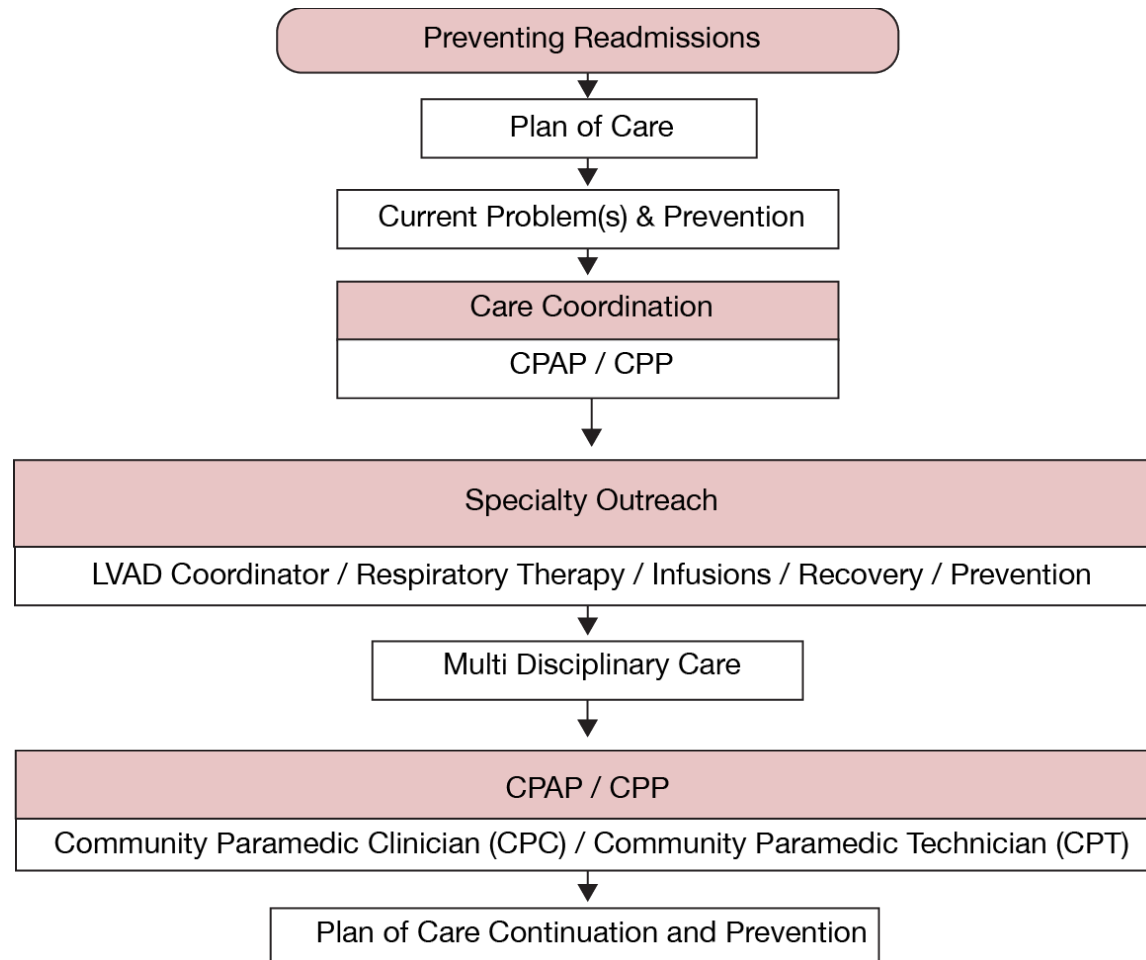
## Value of the Community Paramedic in the Health Care System across the Continuum



# Value of the Community Paramedic in the Health Care System across the Continuum

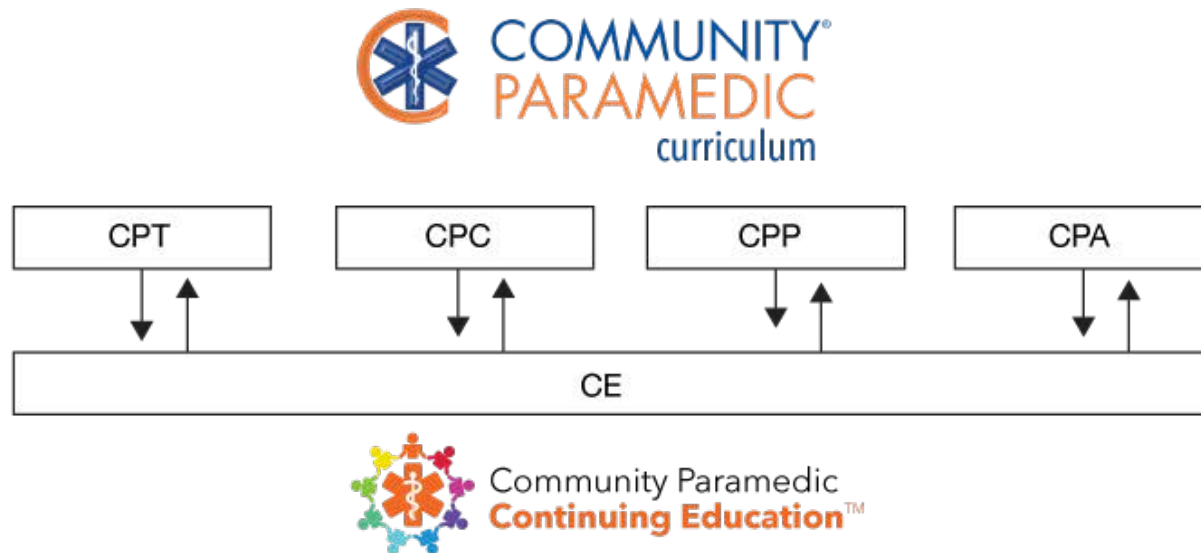


# Value of the Community Paramedic in the Health Care System across the Continuum



# Global Pathways

- Standard definitions of CP profession
- Coordinated educational curricula
- Professional association, licensure
- Code of ethics, accreditation processes
- Legal recognition, service reimbursement



# References

- Bullock, A. & Trombley, S. (1999). The New Fontana Dictionary of Modern Thought, London: Harper-Collins, 689.
- Cox, L. (2010). Creating a profession and a body of knowledge for product supportability engineering at high-tech companies. (Doctoral dissertation). Retrieved from ABI-Inform database.
- Cuff, P. (2016). Envisioning the Future of Health Professional Education. Washington, DC: National Academies Press.
- Curnow, C. & McGonigle, T.P. (2006). The Effects of Government Initiatives of Occupations, Human Resource Management Review. 286-292.
- McConnell, S. (2004). Professional software development. New York: Addison-Wesley.



# OUR PARTNERS



# For further information:

- Josephine Kershaw

[www.thechristcollege.edu](http://www.thechristcollege.edu)

[josephine.kershaw@thechristcollege.edu](mailto:josephine.kershaw@thechristcollege.edu)



- Mary Ahlers

[www.mobileCE.org](http://www.mobileCE.org)

[mary.ahlers@mobilece.org](mailto:mary.ahlers@mobilece.org)



Mobile  
CE™