

# Developing a global paramedic program accreditation framework for the higher education sector.



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# Introduction

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# Paramedicine Professional Transition

- ▶ Paramedicine is transitioning from its beginnings in military and emergency service settings to a fully fledged health profession
  - ▶ Capable of practicing as autonomous health professionals
    - ▶ Reality in some countries, not in others
  - ▶ Education is in the process of migrating from vocational training systems to the higher education sector
    - ▶ Substantial progress in many countries - UK, Ireland, Turkey, Poland, Australia, New Zealand, Canada, South Africa, Japan, Israel and others
  - ▶ Need for transparent and consistent program standards
    - ▶ Entry to practice and specialist levels

# 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 post-graduate programs in Paramedicine, Community Paramedicine and Critical Care Transport. GPHEC also accredits post-baccalaureate Paramedicine, Community Paramedicine and Critical Care Transport residency programs.

# GPHEC 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 fulfill 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.

# Approach

- ▶ A four-step approach will be used develop and implement an evidence based paramedicine accreditation framework:
  1. collection of relevant evidence;
  2. review and analysis of data;
  3. accreditation framework development; and
  4. implementation.
- ▶ The anticipated outcomes will be:
  1. global paramedic education standards and an accreditation framework;
  2. a database of accredited paramedic education programs at both baccalaureate and postgraduate levels; and
  3. basis for a global network of paramedicine accreditation bodies.

# Progress - Establishment of Councils

The Global Paramedic Higher Education council houses separate specialty curriculum councils responsible for designing and implementing a process for reviewing accreditation standards in their areas of expertise.

The specialty councils recommend revisions in accreditation standards subject to review by the GPHEC community of interest and for final approval by GPHEC.



## **Global Critical Care Transport Higher Education Council (GCTHEC)**

The Global Critical Care Transport Higher Education Council serves as the primary review body for programs seeking initial or continuing accreditation for Critical Care Transport Education Programs.



## **Global Community Paramedic Higher Education Council (GCPHEC)**

The Global Community Paramedic Higher Education Council serves as the primary review body for programs seeking initial or continuing accreditation for Community Paramedicine Education Programs.



# GPHEC Aims and Focus

- ▶ The aim is to facilitate employment mobility and improve the health outcomes for communities through the development of global education standards and accreditation processes adapted from the existing WHO accreditation framework for the accreditation of health professional education.
- ▶ The focus will be on entry-level paramedic programs that are undertaken at baccalaureate level in higher education institutions and specialist paramedic programs that are undertaken at postgraduate level in higher education institutions.

# Progress - Draft CP Program Standards (1)

- ▶ Adapted from the World Federation for Medical Education Basic Medical Education Standards for Quality Improvement published in 2015.
- ▶ Standards are intended to guide community paramedic education program development and evaluation, facilitate diagnosis of strengths and weaknesses relating to the community paramedic education program, and to stimulate quality improvement.
- ▶ Each institution or regulator should review the relevant standards and develop a version of them that is appropriate to the local context.
- ▶ Not all standards may have application in every setting. A paramedic school may well receive a satisfactory overall evaluation and maintain accreditation (where appropriate) without necessarily meeting every standard and sub-standard.

# Progress - CP Draft Program Standards (2)

- ▶ The GCPHEC set of standards are structured according to **9 areas** with a total of **35 sub-areas**.
- ▶ **AREAS** are defined as broad components in the process, structure, content, outcomes/competencies, assessment and learning environment of community paramedic education and cover:
  1. Mission and outcomes
  2. Educational program
  3. Assessment of students
  4. Students
  5. Academic staff/faculty
  6. Educational resources
  7. Program evaluation
  8. Governance and administration
  9. Continuous renewal

# Next Steps

- ▶ Operationalise the Councils
  - ▶ Set priorities for next 2-3 years
- ▶ Consultation with the GCPHEC on CP Program Standards
  - ▶ Draft standards are written and ready for expert input
- ▶ Trial and evaluate the CP Program Standards
  - ▶ Looking for sites
  - ▶ Simplified processes under development
- ▶ Implement Accreditation Program

# Questions



# GPHEC Council Members

**Welcome Global Paramedic Higher Education Council Members!**

**6<sup>th</sup> August, 2018**



# GPHEC Council Members

## Representing Administration

- |                             |                            |
|-----------------------------|----------------------------|
| ▶ College of Health Science | Josephine Kershaw (Ohio)   |
| ▶ College of Public Health  | * William Robertson (Utah) |
| ▶ College of Paramedicine   | Bob Fellows (UK)           |
| ▶ International Faculty     | Walter Tavares (Canada)    |
| ▶ International Faculty     | Kevin Armstrong (UK)       |
| ▶ International Faculty     | Hara Takahiro (Japan)      |
| ▶ GCPHEC Representative     | Mike Nolan (Canada)        |
| ▶ GCTEC Representative      | Chico Caballero (Hawaii)   |

\* To be confirmed



# GPHEC Council Members

## Representing Professional Practitioners

- ▶ Practicing Paramedics  
Dennis Russell (Maine)
- ▶ Practicing Community Paramedics  
Randy Fugate (N. Carolina)
- ▶ Practicing Critical Care Transport  
Jennifer Lakeberg (Ohio)
- ▶ Representing Public Consumers  
Gwen Finegan (Ohio)
- ▶ Practitioner Certification  
John Clark JD (USA)
- ▶ Paramedicine Research  
Peter O'Meara (Australia)
- ▶ The Paramedic Foundation  
Gary Wingrove
- ▶ The Paramedic Network  
Mary Ahlers



# GPHEC Council Members

## Councilors at Large

- ▶ International (non-Western)
- ▶ Quality assurance/EMS systems
- ▶ Education Expert
- ▶ Curriculum Expert
- ▶ Emergency Medical Services
- ▶ Self-regulation (PAC)

Hideharu Tanaka (Japan)

Dudley Smith (Ohio)

Bill Raynovich (Nebraska)

Lizi Hickson (UK)

\* Darryl Cleveland (Nevada)

Tim Stairs (Canada)

\* To be confirmed



# Specialty Councils

## Global Community Paramedic Higher Education Council

- ▶ Mike Nolan (Canada)
- ▶ Dennis Russell (Maine)
- ▶ Randy Fugate (North Carolina)
- ▶ Chris Hamper (Oregon)
- ▶ Ricky Murry (Mississippi, Tennessee, Arkansas)
- ▶ Michelle Zahn (Nevada)
- ▶ Tristan Coomer (Ohio)
- ▶ Anne Montera (Colorado)
- ▶ Al Benney (Minnesota)
- ▶ Aaron Packard (Massachusetts)
- ▶ Roger Christenson (Ohio)



# Specialty Councils

## Global Critical Care Transport Higher Education Council

- ▶ Chico Caballero (Hawaii)
- ▶ Tim Stairs (Canada)
- ▶ Jennifer Lakeberg (Ohio)
- ▶ Ryan Harman (Kentucky)
- ▶ \* Jeffery Stearns (Minnesota)
- ▶ \* Scott Stewart (Australia)
- ▶ Kevin Collopy (North Carolina)
- ▶ Mike Wilcox (Minnesota)
- ▶ \* Rory McKelvin (UK)
- ▶ Kirsty Apps (UK)
- ▶ Tom Charlton (Ohio)
- ▶ Benjamin Santillan (Arizona)
- ▶ Benjamin Bassin (Michigan)

\* To be confirmed



# Contact Details

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