



# **PRACTICE DIRECTION**

## **Education Program Approval Process**

**December 2021**



## **About Practice Directions**

The College of Paramedics of Manitoba (CPMB) has the legislated authority through the Regulated Health Professions Act (RHPA) to establish Council-approved practice directions.

Practice directions set out requirements related to specific aspects of the RHPA, regulations and paramedic practice. Practice Directions also explain, add, or guide paramedics with respect to the subject matter described in the regulation or any other matter relevant to the practice of paramedicine. Compliance with approved practice directions is required as described under section 86 of the RHPA.

Questions related to the information in the College practice directions or the application of the information can be directed in [info@collegeparamb.ca](mailto:info@collegeparamb.ca).

This Practice Direction was approved by the Council of the College of Paramedics of Manitoba on



## **Introduction**

The College of Paramedics of Manitoba's mandate includes the development, establishment and maintenance of the standards of academic qualifications required for member registration. The Paramedic Education Program Approval Criteria (Emergency Medical Responders, Primary Care Paramedic, Advanced Care Paramedic, Critical Care Paramedic) are the benchmark used by the College in the education program approval process.

## **Purpose**

The purpose of this document is to communicate to the public, operators of Paramedic Education Programs, students, and other health professionals the minimum requirements that must be met in order for Paramedic Education Programs to be approved by the Council of the College of Paramedics of Manitoba. The Education Program Approval Criteria are also one means to assure the public that graduates from Manitoba's Paramedic Education Programs have achieved the competencies for practice in today's health system and in the future

**Consideration of the National Occupational Competency Profile 2011 variances (NOCPV) as identified by College of Paramedics of Manitoba, and the Paramedic Education Program Approval Criteria (PEPAC) documents are required when developing curriculum.**

## **Definitions**

### **Clinical Performance Environment**

Clinical performance environments are defined as any location outside the classroom that will provide the student with real life opportunities to demonstrate proficiency of the required Clinical Competencies. (See National Occupational Competency Profile 2011) Clinical performance environments take place in a variety of settings and may include, but are not limited to, a hospital, health clinic, medical office, nursing home, Mall, Coffee shop, senior's residence.

### **Competencies**

The knowledge, skill and judgment that is expected of the paramedic in order to provide safe, competent, ethical care within their scope of practice. These have been developed by the Paramedic Association of Canada and are contained in the National Occupational Competency Profile (2011). Additional competencies (NOCPV) have been added to reflect the scope of practice, as defined by the Reserved Acts of the Regulated Health Professions Act and the College of Paramedics of Manitoba General Regulation, of each paramedic classification.



### **Instructors / Faculty**

Persons who are responsible to deliver didactic and psychomotor education program content.

### **Instructors / Faculty qualifications**

The minimum requirements for those providing didactic and psychomotor education program content. These may include but are not limited to academic credentials, clinical experience, and registration with a regulatory body. (see PEPAC)

### **Paramedic Education Program**

A program of studies offered through an educational institution that is approved by Council of and that leads to eligibility for registration with the College of Paramedics of Manitoba.

### **Precepted Performance Environment**

Precepted performance environments are defined as a paramedic specific location where evaluation of physical application of paramedic skills takes place. An acceptable preceptorship setting is a land or air paramedic service. Alternate field preceptorship settings must be appropriate to the Specific Competency being evaluated and may include high fidelity simulation.

### **Proficiency**

Proficiency involves the demonstration of skills, knowledge and abilities in accordance with the following principles:

- Consistency - the ability to repeat practice techniques and outcomes; this requires performance *more than once* in the appropriate Performance Environment
- Independence - the ability to practice without assistance from others
- Timeliness - the ability to practice in a time frame that enhances patient safety
- Accuracy - the ability to practice utilizing correct techniques and to achieve the intended outcomes
- Appropriateness - the ability to practice in accordance with clinical standards and protocols outlined within the practice jurisdiction (see NOCP 2011 page 12)

Paramedic students must demonstrate proficiency of competencies in the simulated, clinical and, where applicable, precepted performance environments.

### **Simulated Performance Environment**

Simulated performance environments are defined as a classroom or laboratory environment where individual practice and evaluation of physical application skills takes place. Activities in the Simulated performance environment may include practical scenarios, skill stations, the use of a mannequin or cadaver, or live subject (human or non-human).



## **Standards of Practice**

Paramedic practice expectations that represent achievable levels of performance, which can be measured and are approved by the Council of the College of Paramedics of Manitoba.

## **Student enrollment qualifications**

The minimum requirements to be eligible to enroll and/or complete a paramedic education program. These may include but are not limited to academic prerequisites, demonstration of physical fitness required for employment, criminal record documents required for registration and employment, immunizations, driver's license requirements for employment. (PEPAC)

## **Requirements for Paramedic Education Program Application**

Paramedic Education Programs requesting approval must submit documentation which includes the following:

### **PLAN:**

**The Paramedic Education Program provides a comprehensive plan that demonstrates the feasibility of the program and ensures that students are able to meet the applicable standards and competencies. Paramedic Education Program applications must include detailed descriptions of the following components:**

- Organizational structure, committees and roles of program personnel including identification of the groups to whom the paramedic education program is accountable to and whose decisions may impact the program.
- Stakeholder consultations, including input from the Indigenous community, that is captured and applied to inform the curriculum.
- Philosophical foundation of the program including beliefs about students, teaching and learning that reflect current and emerging trends in adult learning and professional paramedic practice that is congruent with the applicable standards and competencies
- Criteria and methods for admission of students, academic progression and tracking of required competencies in their respective performance environments, appeals, management of student professional conduct. assessment of English language proficiency, critical incident reporting.
- Student fitness to practice, professional behaviour and public protection are considered in progression, failure and readmission decisions.
- Assurance that students have met the non-academic admission criteria.
- Any other applicable requirements as outlined in the College's regulation(s) and policies related to the approval of paramedic education program approval criteria.

### **CURRICULUM:**

**The Paramedic Education Program provides a curriculum, and method of delivery that ensures students receive the theoretical, simulated practical and clinical/practical practice experiences required to meet the applicable standards and competencies. Paramedic Education Program applications must include:**



- A curriculum that is congruent with the program philosophy, National Occupational Competency Profile for Paramedics (2011) competencies, and the College of Paramedic of Manitoba standards of practice and code of ethics.
- A curriculum that reflects current best practice in professional responsibilities, communication, health and safety, assessment and diagnostics, therapeutics, integration, transportation, and health promotion and public safety.
- The approaches for teaching, learning and evaluation of learners' performances articulated in the program framework to facilitate achievement of the expected learner outcomes.
- The curriculum demonstrates logical timing and sequencing of content and process.
- The curriculum provides students with simulated, clinical and precepted (where applicable) learning activities in order to meet the designated program outcomes and each of the applicable standards and competencies.
- Policies are in place to ensure the safety of the clients and students during their learning experiences.
- The Paramedic Education Program provides an opportunity to consolidate theory with paramedic practice, allowing students to demonstrate the roles, functions and responsibilities of a graduate about to enter practice.

#### **RESOURCES:**

**The Paramedic Education Program demonstrates sufficient human, clinical, physical, fiscal, and support resources to implement and sustain the program. The program provides quality education to students in order to meet the applicable standards and competencies.**

**Paramedic Education Program applications must include:**

- Financial and budgetary provisions that are in place for the establishment and the continued operation of the paramedic education program.
- The size and composition of the paramedic faculty as specified by the Program Approval Criteria. This includes faculty that is sufficient to provide teaching and support to students throughout the paramedic education program, the theoretical paramedic knowledge and evidence of attaining current relevant paramedic expertise to ensure their teaching responsibilities are met and facilitate a faculty to student ratio in the simulated performance environment settings that ensures adequate supervision. (PEPAC)
- There is access to support services for students.
- The faculty responsible for teaching the paramedic content of the Paramedic Education Program must be members in good standing with the College.

#### **EVALUATION AND PROGRAM EFFECTIVENESS:**

**Graduates of the Paramedic Education Program meet all of the applicable standards and competencies upon completion of their program of studies. The paramedic education program has formal systems and processes in place to measure student and graduate performance as well as program effectiveness. Paramedic Education Program applications must include/ensure:**



- Graduate Paramedics are prepared to consistently practice safely, competently, and ethically along the continuum of health with diverse patient groups in a variety of settings.
- A systematic and continuous evaluation of all curriculum components including content, learning activities, student evaluation methods and designated program outcomes.
- An ongoing performance evaluation of paramedic and non-paramedic faculty that includes a process in place for students to evaluate courses and instruction.
- Students, graduates, faculty and key stakeholders all participate in the evaluation of the curriculum and program.

### **Annual Report Requirements**

Submission of a report to the College no later than 60 days following the completion of a cohort, outlining the following activities:

- Program, school, and Paramedic Education Program faculty achievements
- Goals/strategic initiatives for the Paramedic Education Program's immediate future
- Content and/or delivery changes which reflect current trends
- Challenges in meeting Paramedic Education Program objectives
- Admissions, attrition, and graduation numbers, wait lists of students
- Evaluation of graduate performance in meeting standards and competencies
- Other information deemed important by the Paramedic Education Program and/or requested by the College of Paramedics of Manitoba

### **Letter of Intent Requirements**

Prior to offering a new Paramedic Education Program a letter of intent must be submitted to the College of Paramedics of Manitoba at least six months prior to implementation. The letter of intent should include:

- program philosophy
- conceptual framework
- goals
- curriculum
- detailed program implementation in accordance PEPAC and NOCPV