

# Deciphering academic titles and associated lingo in paramedicine academia

Judy Sheahan<sup>1,2</sup>, Dr Richelle Duffy<sup>3</sup>, Dr Charmaine Cunningham<sup>2</sup>

<sup>1</sup>Edith Cowan University, <sup>2</sup>University of Cape Town, <sup>3</sup>Northumbria University



## Introduction and Aim:

- Growing responsibility and changes to prehospital care delivery have led to rapid developments in paramedic education.<sup>1</sup>
- In response, paramedic educators are required to provide harmonised curriculum-based frameworks of education at increasingly advanced levels.
- It remains unclear how academia has responded to these challenges and if they are being supported to develop the requisite skills and knowledge.
- To identify and map the current role description of paramedicine educators and how they have responded to the evolution of paramedicine education globally a scoping review was undertaken.



## Thematic Results (cont):

- Early career academics struggled to reframe their clinical expertise within the performative HE sectors and adapt to the increased focus on pedagogical tasks, research, and administration without dedicated support.<sup>6</sup>

### Lack of career pathways, collaboration opportunities and role satisfaction

- Educators were dissatisfied with their working environments, feeling unsupported and overworked.<sup>7,8</sup>
- Lack of collaboration between the clinical environment and HE creates barriers to preparing clinicians to be educators.<sup>9</sup>
- Academic demands hinder continued clinical development in educators.<sup>9</sup>

## Methods:

- The scoping review followed the JBI guidance and was reported using PRISMA-ScR.
- Data searches were performed across 8 electronic databases, 6 key paramedicine journals, and grey literature.
- Articles in the English language between 1990-2024 were included.

## Search Results:

- The four-staged search revealed 1,738 sources, of which 32 remained for final inclusion.

## Thematic Results:

### Lack of clarity in terms used

- Various terms used in a single article to refer to the same sample/population.<sup>2</sup>
- Contradictory explanations for paramedic academics from within the same regions,<sup>2</sup> and no consistency in defining/applying these terms globally.<sup>3</sup>

### Challenges faced when transitioning into HE and readiness for the role

- Having a DQ upon entry to academia did not ease the burden of lack in pedagogical skills.<sup>4</sup>
- Entry level academics (with or without DQ) perceived the emphasis on delivering high quality education inferior to research outputs.<sup>4,5</sup>

### Balancing the multiple demands of research, scholarship and pedagogy

- Paramedic educators felt conflicted about putting the needs of students first or focussing on establishing their academic status.<sup>4,5</sup>

## Conclusion:

- Synthesis revealed a lack of clear role descriptions or definitions for paramedicine educators, and highlighted inconsistencies in entry criteria and progression routes across paramedicine academia globally.
- The findings have important implications for HE, and there is an urgent need to introduce clearly defined roles for paramedicine educators to provide clarity and increased confidence.<sup>10</sup>

## Recommendations:

- We recommend that the paramedicine profession aims to establish consensus on academic nomenclature.
- Priority is given to research exploring factors affecting the transition and assimilation with paramedicine academia worldwide.
- The strategies outlined have important implications for paramedic academia that can make the profession more accessible, increase global transfer of knowledge, uplift job satisfaction, and promote career longevity.

## Acknowledgements:

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