

UNIVERSITY OF PLYMOUTH

Faculty of Health

BSc (Hons) Paramedic Science

Acute Placement Handbook

2023-24

Getting the BEST from your placement



Acute Lead: Anna Harvey

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If you require any part of this publication in larger print, or an alternative format, please contact Programme Administration at:

Faculty of Health
Portland Square
Plymouth
PL4 8ER



Telephone number: 01752 588800



Please Note: this document may change throughout the year due to new placements being added. The rest of the document will remain the same.
IMPORTANT




**PLEASE NOTE**

The University will do its best to provide appropriate support for students with a disability. In the context of Higher Education study, the term disability covers a range of impairments, medical conditions, mental health issues and specific learning difficulties. We have put in place a number of changes to procedures and to our campus to make our courses more accessible, and this is reflected in the diversity of students studying with us. However, it is important for us to consider any individual requirements sufficiently far in advance to enable us to advise you on the range of options available and to put in place appropriate arrangements.

So please ensure you have told us about any disability even if you do not think it will affect you while you are at the University.

If you have already told us about a disability, we may ask you for further information or invite you for an information meeting (with the Disability Advisor, faculty representative, and accommodation officer) if necessary. We can then properly assess, in discussion with you, your individual requirements and ensure that we have the best possible chance of having any necessary adjustments in place at the start of your course. We can also advise you further about claiming for Disabled Students' Allowance.

If you have a disability but have not yet told us about it, please contact the University's Disability Services on **01752 587676**, studentservices@plymouth.ac.uk. While we can make reasonable adjustments to our provision, we may not be able to meet your individual requirements if we do not have the opportunity to assess them in advance, and that could affect negatively on your experience of the course or even your ability to complete your course, or to take up your place.



Please respond positively to any requests from us for information. We can then explore with you the support available such as assistive technologies, study skills sessions and personal enablers. We can also address any health and safety issues and relevant academic or professional expectations and if necessary advise you on alternative options. Any information you give us will be dealt with in confidence and only shared within the University with your consent and on a 'need to know' basis. We want to give you the best possible chance to take up your place, to be ready for study and to be able successfully to complete your university course.



DISCLAIMER

PLEASE NOTE

All students undertaking programmes delivered by the Faculty of Health are reminded that any alteration to the University documentation, including practice portfolios, involving forgery/falsification of a mentor's comments or signature/initialling will be investigated. This investigation could lead to disciplinary action, which may lead to a student's being unable to achieve professional registration.

All the information in this Handbook is correct at the time of printing. Courses are regularly reviewed and updated so details may change.

The University of Plymouth is proud of its teaching and research and it undertakes all reasonable steps to provide educational services in the manner set out in this Handbook and in any documents referred to within it. However, it does not guarantee the provision of such services. Should industrial action or circumstances beyond the control of the University interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise the resultant disruption to those services.

Contents

INTRODUCTION	7
Role of the Placement Leaders.....	8
Placement Leaders	8
Aims of the Guide	9
What are Acute Placements.....	9
Definitions	10
Attendance/ HCPC.....	10
THE IMPORTANCE OF EFFECTIVE PLACEMENT	13
STUDENT RESPONSIBILITY	15
During Placement.....	16
CARDIAC CARE PLACEMENT	17
PAEDIATRIC PLACEMENT	21
MATERNITY PLACEMENT	25
AIRWAY MANAGEMENT PLACEMENT	29
MENTAL HEALTH PLACEMENT	35
HAZARDOUS AREA RESPONSE TEAM PLACEMENT	39
CLINICAL HUB PLACEMENT.....	45
GENERAL PRACTITIONER PLACEMENT	49
EMERGENCY DEPARTMENT / MINOR INJURIES UNIT PLACEMENT	54
POPPI GUIDE	58
REFERENCES	58

Acute Placements

INTRODUCTION

Following student feedback, the University of Plymouth Paramedic Placement team have devised this guide to enable you to get the best out of your practice placements. It will help you recognise your own responsibilities alongside those of the University and the placement providers you are placed with.

As second- and third-year paramedic students you are now expected to apply knowledge to practice. You will be learning new skills and consolidating others; practice placements will provide you with a variety of experiences enabling you to become well rounded competent clinicians. Learning in different settings of clinical practice will help you to identify and experience the many challenges and situations faced by paramedics in relation to patient care and their varied outcomes.

Remember that as paramedics, we need the expertise of other professionals to inform our own practice and to ensure continuity of care for our own patients.

Good luck and enjoy your placements.

Anna Harvey





Role of the Acute Leaders

The role of the placement leaders is to ensure that your learning experience is a positive one. It is the placement leader's responsibility to ensure the smooth running of the experience and to give you academic guidance and support as required. If you have any queries or concerns, you should in the first instance speak to your acute placement lead or draw these to the acute placement leader's attention.

Acute Placement Lead

Name: Anna Harvey

Tel – 01752 588 806

Email – paramedicplacements@plymouth.ac.uk



Frontline Placement Lead

Name: Anna Harvey

Tel – 01752 588 806

Email – paramedicplacements@plymouth.ac.uk



If trying to reach the acute placements team in regard to a query or issue, whether you are a student or NHS staff member, all emails must initially go via the placements inbox below:

paramedicplacements@plymouth.ac.uk



Aims of this Guide

1. To highlight what you can bring to your placement as a student paramedic.
2. Focus your learning so you can relate this to your future practice.
3. Evidence of completion of placement - This is achieved by submitting this document within your PebblePad at the end of the year.
4. How to contact your placement host.

What are Acute Placements?

An acute placement is where learning opportunities are available for you to undertake with professionals in their field, and under their supervision.

There is a direct link between your ability to work effectively and integrate theory to practice. Learning in practice can transform us as human beings from passive bystanders to pro-active givers; Mezirow (1997) believes that:

“To make meaning means to make sense of an experience; we make an interpretation of it. When we subsequently use this interpretation to guide decision/making or action, then making meaning becomes learning”



DEFINITIONS

There are many different titles used for clinical supervisors who support students; mentors, assessors, preceptors, supervisors and practice educators. Within acute placements this may be the ward sister, or charge nurse, or another similarly experienced health care professional (HCP).


Please note that the Intended Learning Outcomes (ILOs) for these acute placements are **NOT** Pass or Fail and so may be signed by **ANY** of the HCP's you have worked alongside.

It is compulsory and is the responsibility of you, the student to share your ILO's with the staff who are supporting you. The time they spend supporting you is valuable, therefore they need to identify with your aims and goals, to provide a valuable experience.

Mentors are responsible for helping students to identify and accomplish their learning needs and ILOs. Mentors are specialists in their field, with a wealth of experience; their feedback/feedforward allows you to make meaning of the experience, which then guides your subsequent understanding, appreciation and ultimately, action. Mentors are required to participate in the formative evaluation of your learning in clinical practice to ensure competency and align with the Health and Care Professions Council (HCPC) Standards of Proficiency (2014).

Attendance


Please note, any issues with attendance whilst undertaking acute placement, can lead to a Fitness to Practise (FTP). The placement host has been asked and will notify the acute placement lead of **ANY** absences or poor punctuality.



Within practice, attendance is compulsory for **ALL** shifts, just as it would be if you were employed in the healthcare setting. Due to the current pandemic, placement hours surrounding the portfolio are already lower than they have ever been. Please attend all the shifts that have been arranged within your acute placement. In the event that you anticipate having difficulty attending please discuss this with the placement leaders. Please remember to **ring the Programme Admin reception 01752 588800**, if you have to miss ANY shifts because of illness or other unavoidable circumstances. In addition, **you are required to email the acute placement lead** at the earliest opportunity with an explanation – so an accurate record can be kept of your attendance. More importantly, it is important to contact the placement host in the first instance via email and phone if you're going to miss a shift. Please understand, that if a student does not attend an arranged shift, with no notice given, the host then has to set aside time to contact yourself and the placement team to find out why. As you can imagine, this is **VERY** time consuming.

The School of Health Professions expect all students to engage with their timetabled programmes as part of their journey towards professional registration. This meets the standards of the Professional Bodies for approval of the programmes at the school and is a reasonable expectation of students as professional colleagues. Whilst it is recognised that students may infrequently be late or absent to shifts, it is expected that all students will notify the School of their circumstances on these occasions. Students who are persistently late or absent may be seen under the FTP processes of the School, as this is disruptive to the study of the student concerned and may impact on the study of colleagues in the student community.

A register of attendance may be kept and as soon as a singular or pattern of non-attendance is identified, a student will be asked to meet with their



personal tutor to explore reasons for non-attendance and aim to identify any assistance that can be offered to facilitate full attendance.

Should poor attendance continue – then the student will be required to see the Programme Lead as the first stage of the Fitness to Practise procedure.

For more information regarding FTP procedures, please see the programme handbook.

You will also find it helpful to look at Health and Care Professions Council (2016) *Guidance on conduct and ethics for students*. London: Health Professions Council. Available from: www.hcpc-uk.org.

Email is a useful and professional system for you to contact staff for advice and staff may use it to contact you – so please check your university e-mail address regularly and ensure you see important messages in your in-box.

Before sending an email, please consider whether the information you are requesting could be found elsewhere e.g. in this handbook, on the module webpage, programme page or electronic timetable.



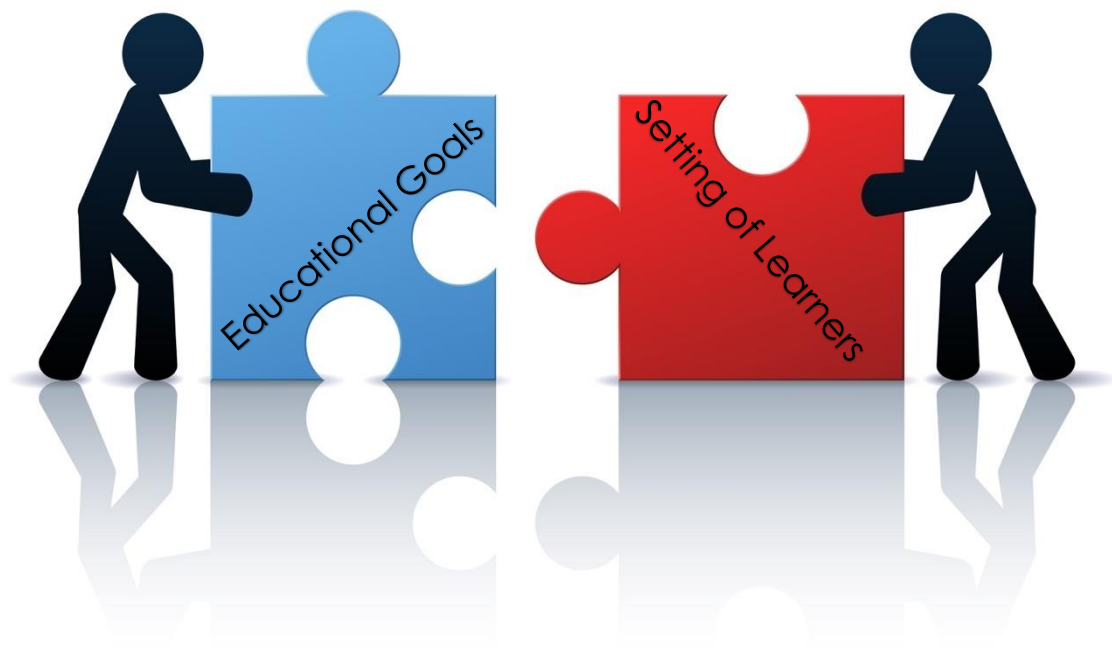
THE IMPORTANCE OF EFFECTIVE PLACEMENT

To promote learning an effective practice placement should enable you to:

- Recognise the diversity of learning opportunities available within health and social care environments
- Make contact with the placement host early to arrange shifts
- Work within a wide range of rapidly changing health and social services that recognise the continuing nature of care
- Demonstrate an appreciation of the unpredictable and dynamic nature of the [clinical] setting as a learning environment within a multi-professional approach to care
- Feel valued and safe within a culture that recognises the importance of adult learning
- Work alongside a variety of staff who are appropriately prepared, creating a partnership with them
- Identify appropriate learning opportunities to meet your individual learning needs, linking general learning objectives to specific experiences within the practice context
- Use time effectively, creating opportunities to enable the application of theory to practice and vice versa
- Apply knowledge gained in the use of experiential, and enquiry or problem-based learning, within the practice context
- Continue to develop your competence in both interpersonal and practical skills
- Give an honest, evaluative feedback of your practice experiences to aid the audit process for the practice placement; this can be done through POPPI.

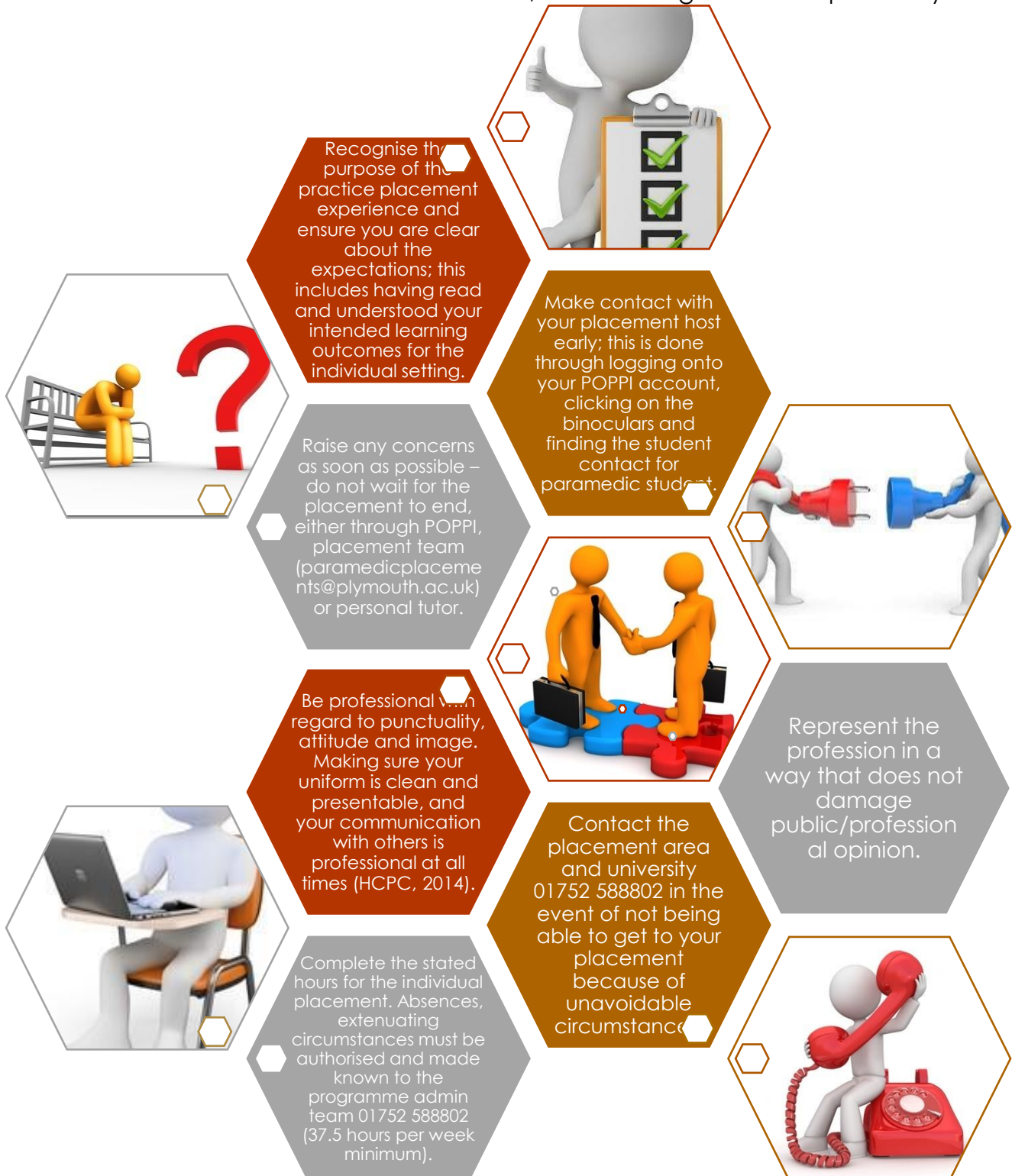


Match the Educational Goals to the Setting of the Learners



STUDENT RESPONSIBILITY

As a student, the following is YOUR responsibility:





During Placement

- Be proactive in seeking out experiences for your level of practice and competence
- Demonstrate a willingness to work as part of the team in all aspects of the delivery of safe patient care
- Learn to express your needs and adopt a professionally acceptable, questioning, reflective approach to your learning within the multidisciplinary team
- Seek help from appropriate clinical managers or the programme team if you believe the placement is not working, or you have any health and safety issues
- Give and receive constructive feedback, placement feedback informs the future of the profession, please use POPPI to provide the feedback
- Reflect on your progress to increase self-awareness, confidence and competence
- Report any incident or situation that you feel falls below standard, or is unacceptable – it is your duty as an aspirant HCPC registrant [POPPI](#)
- As a student you must not carry out any clinical procedures for which you have not been adequately trained



CARDIAC CARE PLACEMENT

Key Student Learning Goals

Within the context of this placement, the student should spend time alongside experienced Health care professionals, within a **cardiology environment** in order to begin to build their knowledge of contemporary practice and issues in cardiac care. The learning from this placement is seen as foundational for developing an understanding of both theoretical and practical aspects involved in the management of a variety of cardiac conditions. This aims to inform and enhance the student's developing autonomous practice in assessing and managing cardiac patients in a prehospital environment. For example; The National Service Framework (2007) for coronary heart disease suggested that 85% of patients who have had an MI, PCI or CABG should be offered cardiac rehabilitation. As aspirant registrants, it is current national initiatives that need to be considered when caring for people in their own homes and the community. This placement will actively identify people potentially eligible for cardiac rehabilitation, these opportunities for assessment and individualised plans for a person's needs will enhance the quality of the service you provide in the future.

Intended Learning Objectives:

(Be mindful, settings may not always be engaged with major interventions. The onus is on patient engagement and developing a holistic approach to patient care and communication).

To discuss with your Supervisor at the beginning of your placement which learning objectives are agreed to target in this placement block:

<p style="text-align: center;">Cardiac Care Learning Objectives</p>	<p style="text-align: center;">Tick to target</p>	<p style="text-align: center;">Evidence Log / Comments</p>
<ul style="list-style-type: none"> • Gain understanding of clinical assessments of patients with a cardiac condition, and be able to identify a range of typical and atypical presentations 		
<ul style="list-style-type: none"> • Facilitate own learning needs by observing or participating under supervision in the use of cardiac diagnostic and therapeutic equipment. 		
<ul style="list-style-type: none"> • Assist with and / or observe in contemporary interventions for acute coronary syndromes, for example PPCI. 		
<ul style="list-style-type: none"> • Develop broad knowledge and understanding of the features health care professionals require, to manage patients at risk of cardiovascular disease 		
<ul style="list-style-type: none"> • Engage with staff to gain an appreciation of the specific demands placed on clinicians in the cardiology environment. 		
<ul style="list-style-type: none"> • Clarify and maintain good infection control procedures. 		
<ul style="list-style-type: none"> • Gain understanding on the rehabilitation/ discharge/ ongoing care continuum. Consideration of the psycho-social impact on the patient, their families and carers as a result of coronary heart disease. 		
<ul style="list-style-type: none"> • Develop good communication skills when working within an inter-disciplinary team 		

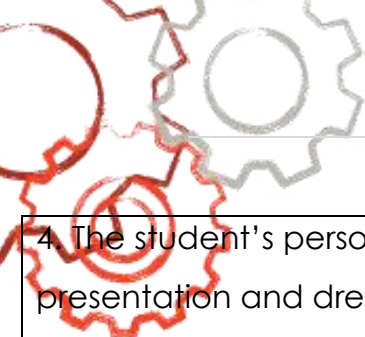
Placement Supervision:

Supervisors are asked to comment upon and witness professional behaviours as described, below;

This is **not** a 'sign-off' of competence.

This will however, provide a valuable record of the student's professional behaviour on placement.

Professional Attitude, Behaviour and Responsibility					
	Evidence / Comments	Acceptable (A)	Unacceptable (U)	Supervisor	Date
1. The student maintains confidentiality in accordance with HCPC requirements.					
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users and all colleagues.					
3. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.					



4. The student's personal presentation and dress code are appropriate to the setting.					
5. The student maintains the person's privacy and dignity and understands the importance of advocacy.					
6. The student demonstrates openness, trustworthiness and integrity.					
7. The student makes a consistent effort to engage in the requisite standards of care and learning.					

Additional feedback from any member of the team that is pertinent to mention, to enhance the student's professional and personal development.

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Signed

Name

Position

Date / /



PAEDIATRIC PLACEMENT

Key Student Learning Goals

Within the context of this placement, the student should spend time alongside experienced Health care professionals, within a **paediatric healthcare environment** in order to begin to build their knowledge of contemporary practice and issues in paediatric care. The learning from this placement is seen as foundational for developing an understanding of both theoretical and practical aspects involved in the assessment and management of acute and chronic conditions associated with children. This aims to inform and enhance the student's developing autonomous practice in assessing and managing the complex needs of children in a prehospital environment. The Children's Assessment Units (CAU) are usually busy wards which accept referrals of acutely unwell children and young people from the General Practitioner and Emergency Department. Some children with complex needs have direct access to the ward for assessments for periods when they are unwell. It is pertinent to respect the diverse needs these patients will present with as well as maintaining confidentiality at all times.

Intended Learning Objectives:

(Be mindful, settings may not always be engaged with major interventions. The onus is on patient engagement and developing a holistic approach to patient care and communication).

To discuss with your Supervisor at the beginning of your placement which learning objectives are agreed to target in this placement block:

Paediatric Learning Objectives	Tick to Target	Evidence Log / Comments
<ul style="list-style-type: none"> Develop an understanding of the challenges the different ages and stages of children can present with in relation to cognitive and behaviour. 		
<ul style="list-style-type: none"> Participate as much as practicable in the initial assessment, care and management of all patients, regardless of age. 		
<ul style="list-style-type: none"> Understand the need to develop effective communication skills with different ages of children as well as families and carers. 		
<ul style="list-style-type: none"> To develop and apply theory to practice, using distraction and interaction techniques with patients. 		
<ul style="list-style-type: none"> Observe the management of a range of patients with acute and chronic conditions. 		
<ul style="list-style-type: none"> Understand vulnerability and risk factors; especially pertinent in areas of concerns for welfare and safeguarding. 		
<ul style="list-style-type: none"> Observe and acquire greater knowledge regarding drug calculation and observation and administration. 		
<ul style="list-style-type: none"> Appreciate the holistic development of a child considers; the physical, emotional, intellectual, social, moral, cultural, and spiritual aspects of their care. 		


Placement Supervision:

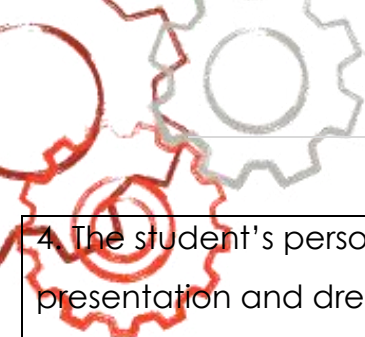
Supervisors are asked to comment upon and witness professional behaviours as described, below;

This is **not** a 'sign-off' of competence.

This will, however, provide a valuable record of the student's professional behaviour on placement.

Professional Attitude, Behaviour and Responsibility

	Evidence / Comments	Acceptable (A)	Unacceptable (U)	Supervisor	Date
1. The student maintains confidentiality in accordance with HCPC requirements.					
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users and all colleagues.					
3. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.					



4. The student's personal presentation and dress code are appropriate to the setting.					
5. The student maintains the person's privacy and dignity and understands the importance of advocacy.					
6. The student demonstrates openness, trustworthiness and integrity.					
7. The student makes a consistent effort to engage in the requisite standards of care and learning.					

Additional feedback from any member of the team that is pertinent to mention, to enhance the student's professional and personal development.

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Signed

Name

Position

Date / /



MATERNITY PLACEMENT

Key Student Learning Goals:

Within the context of this placement, the student should spend time alongside experienced Health care professionals, within a delivery suite or maternity assessment unit (MAU). In order to begin to build knowledge of contemporary practice and issues in **maternity care**. The learning from this placement is seen as foundational for developing an understanding of both theoretical and practical aspects involved in the assessment and management of women in different stages of labour and post-delivery care. This aims to inform and enhance the student's developing autonomous practice in assessing and managing the complex needs of this specific group of women in a prehospital environment. This placement aims to produce innovative paramedics, who will use their skills to contribute to safe and effective care of this patient group. Focusing on the needs and experiences of women and families, stimulating self-awareness and reflection on own values to be able to constantly apply theory to practice.


Intended learning objectives:

(Be mindful, settings may not always be engaged with major interventions. The onus is on patient engagement and developing a holistic approach to patient care and communication).

To discuss with your Supervisor at the beginning of your placement which learning objectives are agreed to target in this placement block:

Maternity specific Intended Learning Objectives	Tick to Target	Evidence Log / Comments
<ul style="list-style-type: none"> Develop understanding of the challenges in various stages of labour, and to participate as much as practicable in the initial assessment, care and management of labour and delivery. 		
<ul style="list-style-type: none"> Understand the need to develop effective communication skills with the pregnant person and family members. 		
<ul style="list-style-type: none"> To develop and apply theory to practice, in all aspects of care - emotional and physical. 		
<ul style="list-style-type: none"> Observe the management of a range of women in normal delivery and surgical delivery. 		
<ul style="list-style-type: none"> Understand vulnerability and risk factors; especially pertinent in areas of concerns for welfare and safeguarding. 		
<ul style="list-style-type: none"> Observe and acquire greater knowledge regarding complications specific to this patient group, for example, pre-eclampsia. 		
<ul style="list-style-type: none"> Gain an understanding of the demands placed on clinicians who work within the maternity department and within the community. 		
<ul style="list-style-type: none"> Appreciate the holistic care this patient specific group require; physical, emotional, intellectual, social, moral, cultural and spiritual. 		


Placement Supervision:

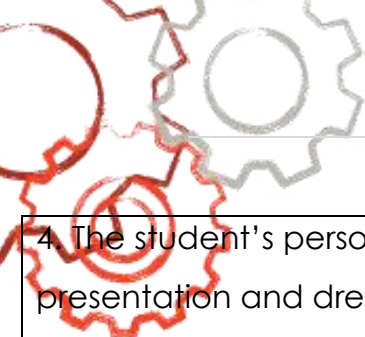
Supervisors are asked to comment upon and witness professional behaviours as described, below;

This is **not** a 'sign-off' of competence.

This will, however, provide a valuable record of the student's professional behaviour on placement.

Professional Attitude, Behaviour and Responsibility

	Evidence / Comments	Acceptable (A)	Unacceptable (U)	Supervisor	Date
1. The student maintains confidentiality in accordance with HCPC requirements.					
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users and all colleagues.					
3. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.					



4. The student's personal presentation and dress code are appropriate to the setting.					
5. The student maintains the person's privacy and dignity and understands the importance of advocacy.					
6. The student demonstrates openness, trustworthiness and integrity.					
7. The student makes a consistent effort to engage in the requisite standards of care and learning.					

Additional feedback from any member of the team that is pertinent to mention, to enhance the student's professional and personal development.

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Signed

Name

Date / /

Position



AIRWAY MANAGEMENT PLACEMENT

Key Student Learning Goals:


Within the context of this placement, the student should spend time alongside experienced anaesthetist, within the theatre suite in order to begin to build their knowledge of contemporary practice and issues in **airway management**. The learning from this placement is seen as foundational for developing an understanding of both theoretical and practical aspects involved in the assessment and application of good airway technique management. This aims to inform and enhance the student's developing autonomous practice in assessing and managing the complex needs of the deteriorating and time critical patients in a prehospital environment. A variety of skills are utilised in theatre including, clinical, technical, caring, managerial, organisational and communication skills. Opportunities to develop intravenous access, observing specific medication and a variety of airway techniques will enhance confidence and competence as an aspirant registrant.

Intended Learning Objectives:


(Be mindful, settings may not always be engaged with major interventions. The onus is on patient engagement and developing a holistic approach to patient care and communication).

To discuss with your Supervisor at the beginning of your placement which learning objectives are agreed to target in this placement block:

Airway Management specific Intended Learning Objectives	Tick to Target	Evidence Log / Comments
<ul style="list-style-type: none"> Under supervision, contribute towards the assessment and management of the unconscious patient and patient emerging from anaesthesia. Identify and describe hypoxia and hypercapnia and be familiar with the use of pulse oximetry and capnography equipment. 		
<ul style="list-style-type: none"> Observe preparation of patient for anaesthesia and the drugs/medication used. Apply knowledge of effects of pharmacology of anaesthetic agents and of surgery upon the respiratory system taking into consideration the medical history of the patient. With supervision, practice patient positioning techniques for preparation of airway management. 		
<ul style="list-style-type: none"> Discuss common techniques; spontaneous ventilation with iGel, intermittent positive pressure ventilation with an Endotracheal Tube, and rapid sequence induction. Understands oxygen delivery equipment. 		



<ul style="list-style-type: none"> • Discuss ethical dimensions of patient care within anaesthesia. 		
<ul style="list-style-type: none"> • Clarify and maintain infection control procedures as required. 		
<ul style="list-style-type: none"> • Maintain good communication between a multi-disciplinary team, as well as appreciate the different working environments and challenges and opportunities they face. 		
<ul style="list-style-type: none"> • Understanding of 3 key stages of GA, Induction (sleep) Maintenance and Emergency • Awareness of risks and complications of removing an airway • Apply knowledge of Anatomy and Physiology of the upper airway to anaesthesia and surgery. • Management of an airway in Post-anaesthesia care unit (PACU) and breathing patients. • Discuss the physiological changes caused by anaesthesia and surgery and the changes in oxygen requirements in the immediate postoperative environment. 		
<ul style="list-style-type: none"> • Under supervision, practice effective airway management procedures by using a range of available techniques and adjuncts. To include opportunities for intubation / extubation. Uses of endotracheal tube, nasopharyngeal, oropharyngeal and iGels, as well as 		



<p>manual airway maintenance and suction.</p> <ul style="list-style-type: none"> • Demonstrate the ability to prepare and check suction and airway equipment. • Assist in maintaining an airway during a bag and mask ventilation 		
<ul style="list-style-type: none"> • Describes indications for use of straight and curved blades, magils forceps, bougies, introducers. 		
<ul style="list-style-type: none"> • Describes indications of Oropharyngeal airways and Nasopharyngeal airways 		
<ul style="list-style-type: none"> • Describes indications for IGEL and Endotracheal tube placement 		
<ul style="list-style-type: none"> • Assessment of Respiration • Assessing airway, chest movement, respiratory rate, rhythm and colour • Can describe mechanism of inspiration and expiration. • Identifies accessory muscles and tracheal tug if present. • Uses a stethoscope to assess the patient appropriately. 		

Placement Supervision:

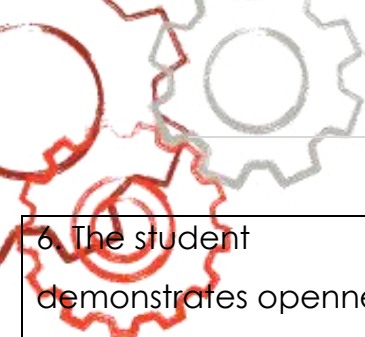
Supervisors are asked to comment upon and witness professional behaviours as described, below;

This is not a 'sign-off' of competence.

This will, however, provide a valuable record of the student's professional behaviour on placement.

Professional Attitude, Behaviour and Responsibility

	Evidence / Comments	Acceptable (A)	Unacceptable (U)	Supervisor	Date
1. The student maintains confidentiality in accordance with HCPC requirements.					
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users and all colleagues.					
3. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.					
4. The student's personal presentation and dress code are appropriate to the setting.					
5. The student maintains the person's privacy and dignity and understands the importance of advocacy.					



6. The student demonstrates openness, trustworthiness and integrity.					
7. The student makes a consistent effort to engage in the requisite standards of care and learning.					

Additional feedback from any member of the team that is pertinent to mention, to enhance the student's professional and personal development.

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Name
Position

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MENTAL HEALTH PLACEMENT

Key Student Learning Objectives:

Mental Health is a key priority for the modern NHS and social services. Depressive disorders are the fourth cause of disability worldwide, and in the UK, anxiety and depression is a major source of visits to GPs. As student paramedics, you will see many service users experiencing an array of complex issues, this placement is designed to enable you to develop an understanding that mental health impacts on mind and body and are not separate entities. Paramedics are ideally placed in the out of hospital environment to offer support and signposting to services as well as undertake physical assessment aimed at relieving symptoms.

Within the context of this placement, the student should spend time alongside experienced mental health practitioners, in order to begin to build their knowledge of contemporary practice and issues in mental health care. The learning from this placement is seen as foundational for developing understanding which will inform the student's assessment and management of mental health patients in all areas in which they will provide care.

Intended Learning Objectives:

(Be mindful, settings may not always be engaged with major interventions. The onus is on patient engagement and developing a holistic approach to patient care and communication).

To discuss with your Supervisor at the beginning of your placement which learning objectives are agreed to target in this placement block:

Mental Health Learning Objectives	Tick to target	Evidence Log / Comments
<ul style="list-style-type: none"> Develop understanding of the social and psychological influences on health and health-related behaviour. 		
<ul style="list-style-type: none"> Understand the need to develop effective communication skills within the mental healthcare environment. 		
<ul style="list-style-type: none"> Considerations to be made for patients with a variety of mental health needs, and the impact on family and person-centred care. 		
<ul style="list-style-type: none"> Observe the management of a range of patients with different mental health diagnoses. 		
<ul style="list-style-type: none"> Gain understanding of vulnerability and risk factors for mental health conditions. 		
<ul style="list-style-type: none"> Gain understanding into the care continuum. 		
<ul style="list-style-type: none"> Observe and acquire greater knowledge regarding communication and how this is adapted. 		


Placement Supervision:

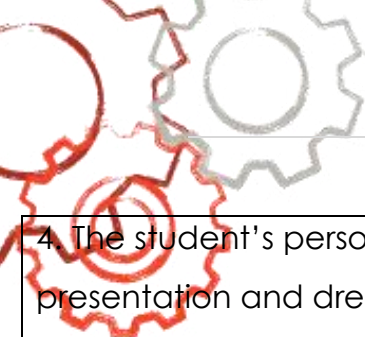
Supervisors are asked to comment upon and witness professional behaviours as described, below;

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Professional Attitude, Behaviour and Responsibility

	Evidence / Comments	Acceptable (A)	Unacceptable (U)	Supervisor	Date
1. The student maintains confidentiality in accordance with HCPC requirements.					
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users and all colleagues.					
3. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.					



4. The student's personal presentation and dress code are appropriate to the setting.					
5. The student maintains the person's privacy and dignity and understands the importance of advocacy.					
6. The student demonstrates openness, trustworthiness and integrity.					
7. The student makes a consistent effort to engage in the requisite standards of care and learning.					

Additional feedback from any member of the team that is pertinent to mention, to enhance the student's professional and personal development.

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Signed

Name

Position

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HAZARDOUS AREA RESPONSE TEAM (HART)

Key Student Learning Goals:


Within the context of this placement, the student should spend time alongside Hazardous Area Response Team (HART) staff, including clinical grades and others. There may be opportunities to work alongside the police and fire rescue, however the aim should very much be focussed around the scope of practice for these teams and how they prepare and undertake the necessary advanced training and simulation in preparation for the incidents in which they lead; Observations may be centred around the four core capabilities which the teams are trained for; Incident Response Unit, utilising a range of protective equipment, Urban Search and Rescue, utilising specialist equipment to deliver care in challenging environments, Inland water operations and tactical Medical Operations.

Opportunities to spend time with experienced Specialist Health care professionals, in order to understand the integral role of the teams within South Western Ambulance Service will enable students to appreciate challenges faced within areas of emergency care in extremely challenging situations, and the interaction and communication required to work as part of a multi-agency team.

The learning from this placement is seen as foundational for developing an understanding of both theoretical, practical and inter and wider service collaboration involved in providing and delivering excellent timely care to the patients in extreme challenging circumstances.

Intended learning objectives:

(Please be mindful, that this placement may be with various staff. The onus is on you to make the most of the experience and collaboration with HART staff to improve patient outcomes, with a view to understanding and appreciating



the complex role of multi-agency working in the emergency situation, around communication and the structure required to undertake these incidents).

In addition to this being uploaded to our PebblePad, please ensure you copy these ILOs and leave them with your practice educator at HART. HART staff these should be signed and dated and returned to; bianca.mourne@swast.nhs.uk. This is to ensure that the student placements are consistent, and a record is present of what has been delivered. If you have gone through anything additional, please add it at the end of this form in the relevant section. There may be cases where this hasn't been possible due to operational need, in this case could you please list the incidents that have been attended and basic information.

Learning Outcome	Sign & Date	Additional Comments
Introduction to team and base familiarisation (allocate pass)		
Vehicle and medical kit familiarisation.		
<p><u>Clinical Skills:</u></p> <p>Team Resus (Practical) – Allocated roles in a resus, two-person intubation and LUCAS.</p> <p>Enhanced Care Skills (Practical) – Finger thoracostomies, surgical airway and discuss ketamine.</p>		
<p><u>Support to Security Operations (SSO)/ Marauding Terrorist Firearms Attack (MTFA):</u></p>		

<p>TMO bags and kit (Practical) – tourniquets, Olas dressings, blast dressings, haemostatic dressings, ARS & pneumodart needles and chest seals.</p> <p>Treat and Triage (Practical) - NARU triage, Red and black, Deliberate Vehicle Attack (DVA) and MTFA.</p>		
<p><u>Inland Water Operations (IWO):</u></p> <p>Kit – Personal IWO kit and water rope bags.</p> <p>Discussion– Discuss scenarios where IWO kit should be used and why.</p> <p>Practical – Throw bag exercise.</p>		
<p><u>Safe Working at Height (SWaH):</u></p> <p>Kit – SWaH recovery pack and SWaH kit.</p> <p>Discussion – Discuss situations where SWaH should be used and why.</p>		
<p><u>Urban Search and Rescue (USAR):</u></p> <p>Kit – Zellweger, O₂ & CO₂ monitors, respiratory protection, Savox.</p> <p>Discussion – Discuss situations which would be classified as USAR and implications.</p>		
<p><u>Chemical Biological Radiological Nuclear (CBRN):</u></p> <p>Kit – Breathing apparatus (BA), gas tight suit, Powered Respiratory Protective Suit (PRPS), CR1/Quick</p>		

Don, Initial Operational Response (IOR)/decontamination. Discussion – Basic awareness session of CBRNe substances and effects. Practical – Dexterity exercises in PRPS, BA awareness. (PRPS assessment and certification – By instructor)		
(left blank for staff to fill in if needed)		

Placement Supervision:


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Professional Attitude, Behaviour and Responsibility

	Evidence / Comments	Acceptable (A)	Unacceptable (U)	Supervisor	Date
1. The student maintains confidentiality in accordance with HCPC requirements.					



2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users and all colleagues.					
3. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.					
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Name

Position

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CLINICAL HUB PLACEMENT

Key Student Learning Goals:

Within the context of this placement, the student should spend time alongside clinical hub staff, including dispatchers, call takers and team leaders. There should be opportunities to spend time with experienced Health care professionals, in order to understand the integral role of the hub in phone triage and dispatching of relevant resource. This will enable students to appreciate challenges faced within areas of emergency care which can at times feel separate to a health professionals experience in the ambulance setting. This placement will help build their knowledge of contemporary drivers in and around government targets.

The learning from this placement is seen as foundational for developing an understanding of both theoretical, practical and inter service collaboration involved in providing and delivering excellent timely care to the patient and service users who call 999.

Intended Learning Objectives:

(Please be mindful, that these settings will be with different staff. The onus is on experience and collaboration with Trust staff to improve patient outcomes, with a view to understanding and appreciating the complex role of triage and call taking in the emergency situation, developing a holistic approach to patient care and communication).

To discuss with your Supervisor at the beginning of your placement which learning objectives are agreed to target in this placement block:

Clinical Hub specific Intended Learning Objectives	Tick to target	Evidence Log / Comments
<ul style="list-style-type: none"> Develop an understanding of the challenges the different patients/service users can present with in during any 999 call. 		
<ul style="list-style-type: none"> Participate as much as practicable in listening in to a variety of calls. Appreciate the complexity of telephone triage. 		
<ul style="list-style-type: none"> Understand the need to develop effective communication skills with different ages of service users and recognise the need for timely intervention. 		
<ul style="list-style-type: none"> To develop an understanding of the NHS Pathways and what this means for all NHS staff working within the ambulance service. 		
<ul style="list-style-type: none"> Observe the management of a range of patients with acute and chronic conditions and appreciate the different services offered. 		
<ul style="list-style-type: none"> Observe Urgent Care management of patients. 		
<ul style="list-style-type: none"> Observe and acquire greater knowledge regarding communication and how this is adapted. 		



Placement Supervision:

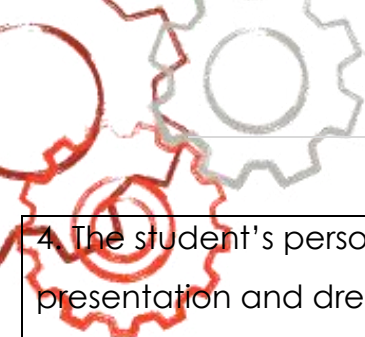
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Position

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GENERAL PRACTICE PLACEMENT

Key Student Learning Goals:

Within the context of this placement, the student should spend time alongside experienced Health care professionals, within the **General Practice** in order to begin to build their knowledge of contemporary practice and issues in primary care. The learning from this placement is seen as foundational for developing an understanding of both theoretical and practical aspects involved in the management of a variety of long term and chronic illnesses.

General Practitioners (GPs) have an important role in looking after patients in their homes and within the communities where they live. They are part of a much wider team whose role includes promoting, preventing and initiating treatment. GPs look after patients with chronic illness, with the aim to keep people in their own homes and ensuring they are as well as they possibly can be.

GPs are often the first point of contact for anyone with a physical or mental health problem and patients can be at their most anxious. Looking after the whole person - the physical, emotional, social, spiritual, cultural and economic aspects through patient-centred approaches is a vital part of any GP's role. This is becoming more important with terminally ill patients often choosing to stay at home.

Your goal as a student paramedic is to achieve as much experience within this interdisciplinary setting as possible, all GP practices provide a variety of services and expertise, this will provide you with a plethora of opportunities to inform and enhance your developing autonomous practice in assessing and managing patients in a prehospital environment.




Intended Learning Objectives:

(Be mindful, settings may not always be engaged with major interventions. The onus is on patient engagement and developing a holistic approach to patient care and communication).

To discuss with your Supervisor at the beginning of your placement which learning objectives are agreed to target in this placement block:

General Practice specific Intended Learning Objectives	Tick to target	Evidence Log / Comments
<ul style="list-style-type: none"> Develop and hone excellent communication skills when working within an inter-disciplinary team – the key here is to appreciate and understand teamwork/ team dynamics. 		
<ul style="list-style-type: none"> Gain an understanding of clinical assessments of patients with a variety of conditions and be able to identify a range of typical and atypical presentations – focussing on triage and problem solving. 		
<ul style="list-style-type: none"> Facilitate own learning needs by observing or participating under supervision in the use of diagnostic and therapeutic equipment – e.g. Spirometry, develop a deeper understanding of specific conditions that are pertinent patient groups within the prehospital practice. 		
<ul style="list-style-type: none"> Assist with and / or observe in contemporary interventions – e.g. phlebotomy, year three students are competent in cannulation, students can take blood samples if the 		



<p>opportunity does arise under supervision.</p>		
<ul style="list-style-type: none"> Develop a broad knowledge and understanding of the principle features that health care professionals require to manage patients –e.g. develop consultation skills and understand the need to develop problem solving and triage skills. 		
<ul style="list-style-type: none"> Engage with staff to gain an appreciation of the specific demands placed on clinicians who work in primary care – e.g. understand the primary and secondary care roles, responsibilities and how they interact. 		
<ul style="list-style-type: none"> Clarify and maintain good infection control procedures, as well as good clinical governance and risk management. 		
<ul style="list-style-type: none"> Gain an understanding the rehabilitation/referral/ongoing care continuum. Consideration of the psycho-social impact on the patient, their families and carers as a result of chronic/acute illness. 		

These opportunities will arise through different interactions, this may be through:

- Sitting in on surgeries and home visits
- Undertaking different communication and assessment skills using a variety of consultation models e.g. Stott & Davis/Pendleton (under direct supervision)
- Attend / participate in a variety of different chronic disease clinics
- Aim to observe a variety of Health Care Professionals within the setting, not only GPs.


Placement Supervision:

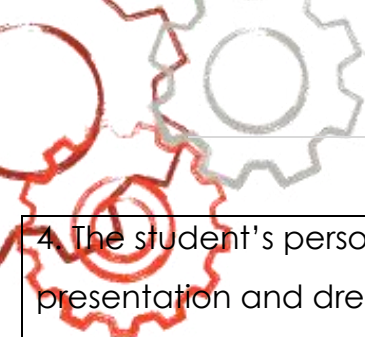
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Signed

Name

Position

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EMERGENCY DEPARTMENT / MINOR INJURIES UNIT

Key Student Learning Goals:

Within the context of this placement, the student should spend time alongside experienced Health care professionals, within the **Emergency Department** or **Minor Injuries Unit** in order to begin to build their knowledge of contemporary practice and issues in unscheduled care. The learning from this placement is seen as foundational for developing an understanding of both theoretical and practical aspects involved in the management of a variety of acute illness and injury and exacerbations of chronic illnesses.

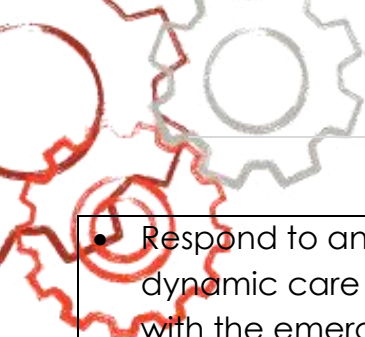
Your goal as a student paramedic is to achieve as much experience within this interdisciplinary setting as possible, all emergency departments and minor injuries units provide a variety of services and expertise, this will provide you with a plethora of opportunities to inform and enhance your developing autonomous practice in assessing and managing patients in a prehospital environment.

Intended learning objectives:

(Be mindful, settings may not always be engaged with major interventions. The onus is on patient engagement and developing a holistic approach to patient care and communication).

To discuss with your Supervisor at the beginning of your placement which learning objectives are agreed to target in this placement block:

Emergency Department / MIU specific Intended Learning Objectives	Tick to target	Evidence Log / Comments
<ul style="list-style-type: none"> Competently obtain an accurate patient history: including past medical history, drug allergy and relevant family, social and drug history from patients. 		
<ul style="list-style-type: none"> Assess and report safeguarding concerns amongst vulnerable patient groups. e.g. NAI risk, domestic violence, neglect in care home. 		
<ul style="list-style-type: none"> Discuss ethical issues related to patient care/discharge. 		
<ul style="list-style-type: none"> Demonstrate good communication skills when working within a multi-disciplinary team. 		
<ul style="list-style-type: none"> Undertake & document examinations/assessments of patients presenting with minor illnesses – e.g. develop consultation skills and understand the need to develop problem solving and triage skills. 		
<ul style="list-style-type: none"> Undertake & document examinations/assessments of minor limb / head injuries using a structured approach. 		
<ul style="list-style-type: none"> Participate in discussions relating to pharmacology & dispensing of alternative preparations. 		

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| <ul style="list-style-type: none"> Respond to and engage with the dynamic care continuum that exists with the emergency department and minor injury areas. | | |
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These opportunities will arise through different interactions, this may be through:

- Sitting in on different patient presentation – minor and major areas
- Undertaking different communication and assessment skills using a variety of consultation models e.g. Stott & Davis/Pendleton (under direct supervision)
- Attend / participate in a variety of different presentation (resus etc)
- Observe a variety of Health Care Professionals within the setting

Placement Supervision:


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Signed

Name

Position

Date / /



POPPI GUIDE

https://www.plymouth.ac.uk/uploads/production/document/path/1/1930/POW_User_Guide_v1.3.pdf

REFERENCES

Health and Care Professions Council (HCPC) (2014). Standards of Proficiency
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