

PAD Elements of Practice - Understanding

YEAR 1

Legal and Ethical Issues

Element of Practice	Practical Application at Year 1
Applies principles of Informed Consent	Has learnt differences between informed and applied consent and understands that this can be withdrawn by a p/t at any time
Applies principles of Confidentiality	Understands what confidentiality is and how it applies to all patient encounters- including documentation
Practises in a non- discriminatory practice	As it sounds
Acts in the best interests of patient	As it sounds
Can assess risk in dynamic environment to work safely	Have had principles of 'scene, safety, situation' explained to them and has been assessed in Uni as part of an OSCE prior to the start of placement. This will always be under supervision of qualified staff.
Understands and applies principles of infection control	As it sounds- although will not have had any trust specific policies explained
Can understand and apply appropriate manual handling techniques	Manual handling theory in 3 hours session in Uni, plus brief practical. Will have had trust specific policies and assessment prior to placement- this aspect is managed within the trust
Acts in professional manner at all times	Has had teaching on HCPC expectations on professionalism
Adheres to professional dress code	Expected to adhere to trust specific guidelines
Maintains accurate records and applies principles of data protection	Has had theory sessions on documentation/medical model and expectations of data protection
Recognise importance of evidence-based practice	Explained throughout programme- mentoring staff are encouraged to use trust specific examples as and when appropriate
Can recognise own limitations in practice	The student is expected to ask for help from trust staff as soon as it is apparent they need it
Can reflect on own practice to evaluate care	Explained throughout programme.

Communication

Element of Practice	Practical Application at Year 1
Effectively communicates with colleagues to improve patient care	As it sounds
Can demonstrate care and compassion	As it sounds
Effectively communicates with emergency personnel and AHPs	As it sounds –for example- use of the ATMIST mnemonic – students are introduced to this between placement (a) and (b) – will require support
Uses verbal and non-verbal communication to optimise patient care	As it sounds
Effectively communicates using telephone and digital telecommunications	As it sounds – some basic training is completed at trust induction

Patient Assessment

Element of Practice	Practical Application at Year 1
Undertake a primary survey	Students have undertaken the unit 'patient assessment fundamentals' and been assessed on the primary survey prior to placement (a)
Can identify time-critical patients	Students have been introduced to the patient assessment triangle and had the concepts of 'big sick' and 'little sick' explained to them.
Can take a complete set of vital signs to include: Respiration rate/depth, heart rate/rhythm, CRT, blood pressure, AVPU, temperature, HGT, Lead II ECG	Students have had both theory and practical sessions in all of these vital signs prior to placement (a). They are expected to be proficient in performing and recording them towards the end of year 1. They are expected to understand that lead II is often used for basic monitoring.
Can take a history	Have had sessions and practice on the medical model and the importance of good history taking. They are expected to be proficient in this towards the end of year 1.
Demonstrates ability to reassure and build rapport with patients and relatives	As it sounds
Can assess respiratory system (feel, look, auscultate, percuss) and can understand relevance of findings	Students have had basic instruction in FLAPS assessment prior to placement (a). They will be able to understand basic locations of auscultation. They be able to identify a clear chest and an abnormal chest sound such as a wheeze or crackles (but not necessary any detail of the abnormality)
Can assess cardiovascular system (pulses, ECG, CRT) and can understand relevance of findings	Students know where to palpate for pulses and a basic understanding of the relevance of an absence of a pulse in any area. They can perform a CRT both centrally and peripherally and understand the timings involved. They can perform an ECG and have a basic understanding of NSR, VF, VT, PEA and asystole
Can assess neurological system (GCS, pupils, FAST, MSC) and can understand relevance of findings	Students can perform GCS, pupillary checks and FAST tests. They will be able to identify any abnormalities but not necessarily understand the detail.

Paramedic Skills

Element of Practice	Practical Application at Year 1
Can perform Basic Life Support on an adult including manual defibrillation	Students have received instruction in this and undertaken an OSCE prior to placement (a)
Demonstrates understanding and proficiency in basic airway management (HTCL, OPA, NPA, suctioning)	Students will have received basic training in this prior to placement (a)
Safely manage the cervical spine	Students undertake basic immobilisation techniques between blocks (a) and (b) using a long board and a scoop stretcher. They have not received training in trust specific equipment such as vacuum mattress and Southampton sling.
Demonstrate understanding and proficiency when performing intramuscular injection	Students will receive instruction and assessment in this between placement blocks PP1 (a) and (b)
Can administer oxygen in line with current evidence-base	Students will be expected to be able to identify different masks and have an understanding of differing flow rates for different target oxygen readings as per JRCALC guideline target saturations.
Can identify the need for and safely administer drugs within scope of practice	Students will have undertaken a unit regarding pharmacology and this is listed elsewhere within the PAD. They will only be able to administer drugs IM/SC after training prior to block (b)
Can prepare drugs within current scope of practice (including IV fluids)	They will only be able to administer drugs IM/SC after training prior to block (b) They are trained in preparation of drugs (including IV Fluids) between placement block PP1 (a) and (b)
Can manage wounds and fractures with focus on safety, analgesia and infection control	Students will have received training in basic wound and trauma specific dressings. They will have an understanding of basic analgesia and infection control requirements. This is delivered between blocks (a) and (b) in 'Emergency care Fundamentals'
Can use ambulance equipment to optimise patient care	As it sounds.
Can implement an appropriate management plan based on assessment findings and current evidence base	Students will be able to form management plans for very basic conditions – this would be expected by the final block of the year.
Can provide accurate handover at receiving hospital	It is expected students will be able to perform basic hand overs towards block

	PP1 (c)
Can appropriately refer patients to Allied Health Professionals	Students will be expected to be able to do this, with guidance by the final block of year 1.
Can effectively ventilate a patient using a Supraglottic airway	Students will receive this training (including the use of ETCO2) and be assessed during blocks (c)
Can assess effectiveness of interventions and reflect to improve patient care	Throughout the course.

Professionalism

(Including but not limited to)

Element of Practice	Practical Application at Year 1
Punctual in arriving for shifts	As it sounds
Wears uniform correctly	As it sounds
Acts in an appropriate manner when interacting with colleagues	As it sounds
Acts in an appropriate manner when dealing with patients and relatives	As it sounds
Acts in an appropriate manner when interacting with other health professionals	As it sounds
Maintains high standards of personal and professional conduct in accordance with the HCPC standards of conduct, performance and ethics	As it sounds