

PAD Elements of Practice - Understanding

YEAR 2

Legal and Ethical Issues

Element of Practice	Practical Application at Year 2
Promotes and applies principles of Informed Consent and can assess capacity	Understands the differences between informed and applied consent and understands that this can be withdrawn by a p/t at any time
Promotes and applies principles of Confidentiality	Understands what confidentiality is and how it applies to all patient encounters- including documentation
Promotes non- discriminatory practice	As it sounds
Acts in the best interests of patient	As it sounds
Can assess and minimise risk to self and others in dynamic environment	Understands concepts of scene safety- explained/assessed in Year 1
Understands and applies principles of infection control	Understands this and should have received trust specific guidance
Maintains accurate records	Understands and can (with occasional prompting) ensure accurate record keeping
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- by Year 2 students will have been writing reflective work throughout Year 1 using a specified model. In addition, they have undertaken a summative assessment on their reflective writing
Can understand and evidence action pertaining to vulnerable adults and children	Students will understand and be able to document (with some prompting) the principles of safeguarding adults and children

Communication

Element of Practice	Practical Application at Year 2
Effectively communicates and lead small teams to improve patient care	Students are expected to be able to communicate effectively with colleagues in both the trust and associated healthcare environments (eg- ED staff, GP triage etc). By placement blocks (c) they should be able to demonstrate basic leadership on simple incidents (with some prompting if required)
Effectively communicates with emergency personnel and can lead a small team	As above
Effectively communicate with AHPs and discuss patient care options	Students are expected to be able to communicate effectively with colleagues in both the trust and associated healthcare environments (eg- ED staff, GP triage etc) They are comfortable with the ATMIST mnemonic
Can provide evidenced-based and concise information to patients and relatives	Students are expected to be able to be comfortable with communicating with patients and relatives during discussions regarding treatment (with prompting where required) and to defer to trust staff immediately if required
Effectively communicates using telephone and digital telecommunications	Students are expected to have basic radio communication skills and be comfortable with this facet if required. They can use a telephone when communicating with colleagues and other healthcare providers (eg- Out of hours GP)
Is able to communicate with patients with diverse needs	Students are expected to communicate with a range of service users and patients to the best of their ability

Patient Assessment

Element of Practice	Practical Application at Year 2
Can take a full history using the medical model and use the findings to inform management	Students are expected to be able to take a full history using the medical model and be able to draw up a basic management plan – this is expected after placement block PP2 (a) and for them to only require occasional prompting in blocks (c)
Can interpret the 12 lead ECG and make informed, evidence-based decisions on management	Students have received instruction in the interpretation of a 12 lead ECG using a standard 10 rules approach. This learning is before PP2 (a) some prompting with this is expected throughout this year.
Can assess respiratory system and use the findings to inform management	Students will understand a FLAPS assessment from Year 1. In year 2 they will understand the correct positions to perform auscultation and percussion (4 + 2 anterior, 5 + 2 posterior). In addition, they understand the differences between vesicular and bronchial sounds. They understand the causes and pathophysiology of wheezes and crackles. This learning is prior to block (a).
Can assess cardiovascular system and use the findings to inform management	From year 1, students have an understanding of pulse checks and BP interpretation. See above for ECGs. Students are shown how to identify basic S1 and S2 heart sounds prior to block PP2 (a)
Can assess neurological system and use the findings to inform management	Students can perform basic Neuro tests such as FAST, Pupils and GCS. They will be able to use these results to inform management plans with some prompting. Prior to block PP2 (a), students have been familiarised in a MEND exam. In addition, they have been shown a basic cranial nerve assessment and have had the opportunity to apply this to their assessment plans – this will require prompting and assistance throughout this year.
Can assess the abdomen and use the findings to inform management	Students have been shown a basic abdominal assessment prior to block (a) They understand the differences between guarding and rigidity. In addition, they understand shallow and

	<p>deep palpation and auscultation for bowel sounds. They understand normal bowel sounds and abnormal but require prompting to interpret these.</p>
<p>Can assess musculoskeletal injuries/conditions and use the findings to inform management</p>	<p>Students understand the basics regarding deformities, inflammation etc They have also received instruction in immobilisation of fractures</p>
<p>Can assess mental health conditions and safely refer appropriately</p>	<p>Students have received some basic training regarding the Mental Health and Mental Capacity Act plus an overview of basic mental health conditions in Year 1. Students should be able to understand this overview and identify mental health needs but will require prompting regarding this.</p>
<p>Can assess patient's social needs and consider them in the management plan</p>	<p>Students should be aware of common pathways available to them in their placement setting and use them to inform any management plans</p>
<p>Can safely assess the paediatric patient, particularly those presenting with: Fever and respiratory distress</p>	<p>Students will have received some instruction regarding the assessment of children prior to block (a) with a focus on respiratory illness - They will require ongoing support and prompting with this.</p>

Paramedic Skills

Element of Practice	Practical Application at Year 2
Can safely manage an airway by performing endotracheal intubation and understands the evidence relating to the procedure – No longer the scope of a student paramedic	Students have had theory and practice in simulation in intubation prior to block (b) This skill is no longer in the scope of a student paramedic.
Can make safe decisions regarding c-spine management	Have received training in Year 1 regarding the assessment and management of C-spine concerns. This includes generic equipment related to this- should always be under supervision of this skill.
Can safely gain intravenous access and provide a rationale for performing the procedure	Students have received training, simulated practice and been signed as assessed competent in University during Year 1. They may still require support with this.
Can identify the need for and safely administer drugs within scope of practice	Students will be able to understand common JRCALC drugs and when they are administered. Some less common drugs may require prompting. They should always check JRCALC prior to administration. This learning is delivered prior to block (a)
Can prepare drugs within current scope of practice (including IV fluids)	Students will be able to prepare common JRCALC drugs. Some less common drugs may require prompting. They should always check JRCALC prior to administration.
Can manage wounds, fractures and dislocations with a focus on safety, analgesia and infection control	Students will understand basic management of wounds, fractures and dislocations within pre-hospital care. They will be able to understand when further input may be required (eg – Xray)
Can perform a needle thoracentesis and provide a rationale for performing the procedure	This skill is taught and assessed prior to block (b). Students will require supervision when performing this.
Can perform a needle cricothyroidotomy and provide a rationale for performing the procedure	This skill is taught and assessed prior to block (b). Students will require supervision when performing this.
Can implement an appropriate management plan based on assessment findings and current evidence base	Students can undertake a primary survey, a history and vital signs assessment and formulate a management plan. This may remain prompted throughout the year.

Is able to manage time-critical patients	Students understand the priorities of ABC as related to the primary survey. This may require prompting throughout the year but many students may become fairly independent by block (c)
Can prioritise interventions based on current evidence	Students understand the priorities of ABC as related to the primary survey. This may require prompting throughout the year but many students may become fairly independent by block (c)
Can identify patients who are candidates for reperfusion therapy (PPCI or stroke)	Students have received training in 12 lead ECG recognition including a range of STEMI presentations. This is delivered prior to blocks PP2 (a) but will require prompting throughout the year.
Can provide accurate handover at receiving hospital and pre-alert as appropriate	Students will be able to provide accurate handovers with minimal prompting by block (c). They should be able to undertake pre-alert calls but with guidance throughout the year.
Can appropriately refer patients to Allied Health Professionals	Students are able to identify appropriate patients who are able to be referred to AHPs. This may require prompting throughout the year.
Can assess effectiveness of interventions and reflect to improve patient care	Students are encouraged to reflect constantly on their role. This may be through debriefs prior to incidents and also through written work submitted to the university.
Can suggest innovations to current practice based on evidence	Students will have a basic understanding of EBP and how innovative practice can assist with this. These skills are introduced prior to placement block PP2 (b)

Professionalism

(Including but not limited to)

Element of Practice	Practical Application at Year 2
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