

# PAD Elements of Practice - Understanding

## YEAR 3

### Legal and Ethical Issues

<b>Element of Practice</b>	<b>Practical Application at Year 3</b>
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can assess capacity	Understands the differences between informed and applied consent and understands that this can be withdrawn by a p/t at any time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 respond to complex and unpredictable situations to ensure own and colleagues safety	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 and thorough records	Students should be independent in this skill from PP3 (b) onwards
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 critically appraise 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 – therefore students should be proficient by year 3.
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
Can apply appropriate solutions to complex moral, ethical and legal problems	Students will be able to understand the holistic needs of all patient groups and take into account complex moral, ethical and legal problems – from placement PP3 (b) onwards
Acts as a role model to others inside and outside of the paramedic profession	Students will be compliant with HCPC conduct and be fully engaged with professional behaviour expected of a registrant

## Communication

<b>Element of Practice</b>	<b>Practical Application at Year 3</b>
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 intermediate 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 receive and give constructive feedback to improve provision of care	Student is able to fully engage in the reflective process of learning.
Can provide evidenced-based and concise information to patients and relatives in a compassion manner	Students should be able to communicate with patients and relatives in a compassionate way and be able to help them understand best practice decisions and care pathways – this may require some prompting but should fairly independent in Block (c)
Can work autonomously, collaboratively or lead teams to maximise 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 block (c) they should be able to demonstrate intermediate leadership on simple incidents (with some prompting if required)
Is able to communicate with patients with diverse needs showing compassion and empathy	As it sounds

## Patient Assessment

<b>Element of Practice</b>	<b>Practical Application at Year 3</b>
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 management plan – this is expected for them to only require occasional prompting in blocks (b) and to be fairly independent in block (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 between blocks (a) and (b) of year 2 and minimal prompting with this is expected throughout this year.
Can assess respiratory system and use the findings to inform management	Students have undertaken a unit entitled minor illness and, as part of this are assessed in an OSCE prior to Block (a) PP3. They have received instruction regarding a full respiratory assessment (please see of PAD to inform discussions regarding this)
Can assess cardiovascular system and use the findings to inform management	Students have undertaken a unit entitled minor illness and, as part of this are assessed in an OSCE prior to Block (a) PP3. They have received instruction regarding a full respiratory assessment (please see of PAD to inform discussions regarding this)
Can assess neurological system and use the findings to inform management	Students have undertaken a unit entitled minor illness and, as part of this are assessed in an OSCE prior to Block (a) PP3. They have received instruction regarding a full respiratory assessment (please see of PAD to inform discussions regarding this)
Can assess the abdomen and use the findings to inform management	Students have undertaken a unit entitled minor illness and, as part of this are assessed in an OSCE prior to Block (a) PP3. They have received instruction regarding a full respiratory assessment (please see of PAD to inform discussions regarding this)
Can assess musculoskeletal injuries/conditions and use the findings to inform management	Students have undertaken a unit entitled minor injuries prior to (a) PP3. Please see PAD to inform discussions regarding

	<p>this.</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. They undertake a MH placement in block (a) and after this should be more aware of pathways open to them.</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 between blocks (c) and (d) in year 2. They will require ongoing support and prompting with this.</p>

## Paramedic Skills

<b>Element of Practice</b>	<b>Practical Application at Year 3</b>
Can perform Advanced Adult Life Support	Students have undertaken a unit regarding ALS in Year 2. They will still require support with this.
Can perform Paediatric Advanced Life Support	Students have undertaken a unit regarding ALS in Year 2. They will still require support with this.
Can safely manage an airway by performing endotracheal intubation and understands the evidence relating to the procedure (No longer permitted in the student paramedic setting)	Students have been taught theory regarding ETI in year 2. They will undertake a week-long placement in a theatre setting in Year 3 but this is no longer a summative assessment. This skill is no longer the scope of a student paramedic.
Can make safe decisions regarding c-spine management	Students are aware of c-spine management and how to use decision tools to support its need
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
Can identify the need for and safely administer drugs within scope of practice	Students should be aware of drug therapy within our scope of practice. They may require some prompting with this in blocks (a) and (b)
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 how to manage 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 thoracocentesis and provide a rationale for performing the procedure	Students have received this training just in year 2. This includes the relevant A and P and indications for the procedure. They have been assessed in simulation in University. This skill is to be performed under guidance of qualified clinician.
Can perform a needle cricothyroidotomy and provide a rationale for performing the procedure	Students have received this training just in year 2. This includes the relevant A and P and indications for the procedure. They have been assessed in simulation in University. This skill is to be performed under guidance of qualified clinician.

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 should require minimal prompting from block pp3 (b) onwards.
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 end of year 2
Can prioritise interventions based on current evidence	Students understand the priorities of ABC as related to the primary survey. This should require minimal prompting throughout the year and many students may become fairly independent by end of year 2
Can identify patients who are candidates for reperfusion therapy (PPCI or stroke)	Students are able to use standard tests to establish the need for intervention of these patients. This should be fairly independent from block pp3 (b).
Can provide accurate handover at receiving hospital and pre-alert as appropriate	Students will be able to provide accurate handovers with minimal prompting. They should be able to undertake pre-alert calls but with guidance throughout the year although should be independent towards the mid-point of 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 should be fairly independent from the mid-point of 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

## **Professionalism**

**(Including but not limited to)**

<b>Element of Practice</b>	<b>Practical Application at Year 3</b>
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