**Developmental Action Plan**

Student name: Date:

Practice Educator name:

Academic Personal Tutor name: Placement Lead name:

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| **Learning need** | **Action to be taken**  **(by student)** | **Help to get there**  **(PE and university support)** | **Success measurement** | **Review date** |
| Develop professional behaviour / attitude | Review the HCPC [Guidance on Conduct and Ethics for Students](https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf)  Review UoG lectures on HCPC / professional behaviour  Reflect on own behaviour / attitude and impact it may have on others  Write a reflection (within PAD / portfolio) identifying strategies based on ‘real life’ scenario involving challenging personal behaviour / attitude | Context-appropriate discussion by PE, including feedback on specific aspects of unprofessional behaviour / attitude  PE to highlight persistent / significant unprofessional behaviour / attitude with UoG and duty OO  UoG to discuss with student expected standards of conduct and potential for Fitness to Practice process to be instigated | Appropriate and professional behaviour / attitude |  |
| Develop communication including active listening across a full demographic of patients and associated service users | Identify barriers to communication (verbal and non-verbal) and strategies to overcome them  Provide handovers to health care professionals (utilising cue cards if required and handover tools such as ATMIST)  Highlight to mentor self-identified areas of lack of understanding  Write a reflection (within PAD / portfolio) identifying strategies based on ‘real life’ scenario involving challenging communication  Review and implement communication theories related to practice (including summarising and active listening)  Proactive engagement with communication with a range of associated health care professionals in a variety of contexts | Post-incident discussion focusing on communication, including feedback on strategies and areas for development  UoG to support student by highlighting core communication literature  UoG to provide feedback during scenarios and assessments in which communication is a key factor | The ability to apply effective verbal and non-verbal communication with service users and members of the multi-disciplinary team |  |
| Obtain a full and thorough history take | Identify the requirement of comprehensive and structured history  Utilise the medical model when gathering a patient history (understanding the pertinence / relevance of questions being asked  To acknowledge and understand the requirement of gathering a history from other identified third parties (such as family or carers) when the patient is unable to do so  Use of cue-cards  Review UoG lectures on history-taking | Review the medical model with PE  Debrief to occur following all incidents attended with feedback  PE to support with history-take on all patients where possible | The ability to utilise the medical model to obtain a comprehensive / structured history from all patients, as well as an understanding of questions |  |
| To develop knowledge of normal parameters when undertaking clinical observations, as well as understanding the relevance of clinical observations related to the incident  Recognition of which clinical observations to prioritise based on patient’s presentation / condition | Revised and review normal parameters for patients such as HR, RR, SP02 (independent revision of Y1 learning and theory)  To maintain honesty when undertaking clinical observations  Revise and review to gain an understanding of terms of observation, such as distinction between heart rate and respiratory rate  Revise and review anatomy, physiology, and pathophysiology  Proactive utilisation of ‘Pocket reference book’ and JRCALAC page for age | PE to discuss observations and any management with student as part of incident de-brief  Review UoG lectures on history-taking  Attend UoG open labs to practice skills and underpinning knowledge | The ability to undertake relevant clinical observations independently with the understanding of relevance to the patient presentation and condition |  |
| Correct and safe use of carry chair, stretcher, and tail ramp | Further familiarization with use of manual handling equipment where possible  Revise and review ergonomics of lifting/manual handling | PE to offer support/ask questions regarding safe manual handling | The ability to be able to utilise ambulance equipment such as the stretcher and carry chair safely, effectively, and autonomously |  |
| Recognition of critically unwell patients | Attend placement hours as rostered to gain maximum ‘on the road’ exposure time  Revise pathophysiology to gain a better understanding of critically unwell patient’s presentation | PE to de-brief following incidents with explanation on patient condition | The ability to recognise critically unwell patients in a timely manner and act upon this within scope of practice |  |
| Correct ECG electrode placement | Revise and review Y1 content on ECG electrode placement (including physiology behind this)  Undertake 12-lead ECG when appropriate on patients  Use of cue-cards | PE to assist with ECG placement where necessary  Attend UoG open labs to practice skills and underpinning knowledge | The ability to be able to correctly place ECG electrodes when undertaking a 12-lead ECG and understand why |  |
| Develop knowledge on ECGs | Conduct an ECG on patients when appropriate  Attempt to interpret every ECG undertaken  Revise an uncommon ECG each week (utilisation of ‘Life in the fast lane’ online ECG or university accredited resources for this)  Use the ’11-point ECG plan’ on every ECG undertaken  Keep a record of anonymised ECGs as part of the PAD document | PE to ask questions surrounding ECG interpretation on every ECG encountered  PE to encourage and support student to use ’11-point plan’ on every ECG encountered (if time-critical incident, PE to discuss with student following incident) | The ability to interpret a range of ECGs encountered in practice |  |
| Develop knowledge on pharmacology / JRCALC drugs | Independent revision of JRCALC drugs including doses, indications, actions, cautions and contraindications  Independent revision of drug terminology  Proactive use of JRCALC app whilst on placement | PE to ask student questions surrounding use of medications whilst on placement  Seek tutorial support from relevant UoG module tutor | To be able to have an understanding about pharmacology and use of JRCALC drugs |  |
| Develop practical skills (cardiac, respiratory, GI, neurological assessments, as well as needle skills) | Recognise which assessment(s) are relevant to patient and presentation / condition  To conduct assessment(s) where suitable based on patient presentation  Independent revision of systems to gain further understanding of assessment completion (online tools such as Geeky Medics)  Where possible and appropriate to do so, attempt to gain IV / IO access on patients to improve confidence levels in this area | PE to support and encourage student to undertake assessments  PE to provide de-brief following incidents with discussion and explanation  Attend UoG open labs to practice skills and underpinning knowledge | The ability to carry out systems assessments relevant to patient independently and understand the relevance of this |  |
| Undertake EPCR (electronic patient completion record) | Attempt paperwork completion on all incidents  Revise underpinning knowledge to assist with paperwork  Engage with PE with explanation of EPCR where required | PE to support student with EPCR completion and explain terminology used where required | The ability to complete relevant patient documentation (EPCR) |  |

**PLEASE EMAIL A COPY OF A COMPLETED ACTION PLAN TO THE STUDENT’S PLACEMENT LEAD**