

Undergraduate paramedic placements in a remote island health board

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Slide 1

[No notes.]

Slide 2

[No notes.]

Slide 3

- Orkney is an archipelago
- 70 islands, 19 are inhabited.
- NHS Orkney is the smallest territorial health board in Scotland: 21,500 people.

Slide 4

[No notes.]

Slide 5

- First placement of the course.
- First 5 weeks on the ambulance, followed by 5 weeks in non-ambulance settings.

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- Leaving my family for 10 weeks, 5 of which i won't be in an ambulance. Is this worth it?
- Had an understanding that some settings were relevant to paramedics e.g. A&E, theatres. What else could be relevant? Why would I be spending 5 weeks with healthcare professionals who had potentially no knowledge of the paramedic role?
- Would my mentors in these settings be competent to mentor me as a student paramedic? Is there a potential for this to inhibit my development as a student paramedic? Open-minded but sceptical overall. Not expecting a particularly relevant experience within non-ambulance.

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- 2-3 shifts per week per setting.
- From a retail background not healthcare.
- Settings such as home care/in-patients introduced me to the fundamentals and basic foundations of care. Supports holistic approach. Spiritual needs - hospital chaplain, relevance? Population is multicultural, absolutely relevant!
- Patient journey, barriers, developing an understanding of social determinants of health. Develop understanding of different roles within the multi-disciplinary team (MDT). Develop understanding of patient journey post-ambulance (radiology/physiotherapy (particularly neurotherapy; stroke rehabilitation). Opportunities to discuss the role of the paramedic with other allied health professionals (AHP). Develop skills in relation to paramedic practice? Yes. History taking, communication, clinical skills? How did this reshape my mindset?

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- Practice educator on the island. Introduced to other AHP students. Introduced to the PAL model.
- Idea being that students can develop interprofessional learning, meet up with other students to discuss their placements. Reflect and engage in professional discussions with each other. Feedback to each other regarding the different placement settings.

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- Supports the development of fundamental skills- communication skills across the lifespan, communication skills and barriers within the MDT, understanding of different care pathways, patient assessment skills, understanding patient wants and needs. Development of person-centred care.
- Understanding of various roles - who is who in each setting? At what stage do paramedics communicate with different healthcare professionals? Perhaps they only ever see the paperwork from the paramedic; highlighting the importance of efficient documentation. Perhaps small details - potential to make a difference to the patient's journey post-ambulance. Identify and understand barriers between paramedics and other healthcare practitioners; understand needs/concerns from both roles.
- Role of paramedic is increasingly dynamic, how can the profession develop without further developing knowledge and understanding? Patient journey, care pathways, social determinants of health, inequalities, public health. How has this changed my outlook?

Slide 10

[No notes.]

Slide 11

[No notes.]