Welcome and introduction

Dear Paramedic Student

Welcome to clinical placement with Ambulance Victoria and congratulations on progressing to this stage of the program. This Paramedic Ambulance Clinical Placement Companion is an important resource for yourself and your Ambulance Victoria supervisors during clinical placements. You need to take this booklet to each shift at Ambulance Victoria and show it to your supervisor for the shift.

The companion consists of:

- A summary of the clinical placement objectives across each of the placements for your university.
- An explanation of the university’s and Ambulance Victoria’s expectations of paramedic students and how supervisors can help you achieve a fulfilling experience.
- A skills matrix to help supervisors determine your correct paramedic competency level.
- A set of questions designed to gather feedback about your experiences during your clinical placements.
- Other useful information, such as contact details for academic and personal support during your clinical placements.

You should actively use this resource and also share the information with your supervisor during your placements. This will make it much easier for them to contribute to your education if they are aware of your capabilities and expectations. We hope and expect that you will find this opportunity to link theory and practice a highlight of your studies.

This booklet was made possible through initial concept and design by Professor Peter O’Meara and Susan Furness of La Trobe University.

Douglas Gallagher
Manager Clinical Education
Quality & Education Services
Ambulance Victoria

Georgia Clarkson
National Coordinator Paramedicine
School of Nursing, Midwifery, & Paramedicine
Australian Catholic University

Ken Whittle
Course Coordinator Paramedicine
School of Health Sciences
Ballarat University

Prof. Peter O’Meara
Prof. of Rural & Regional Paramedicine
La Trobe Rural Health School
La Trobe University

Paul Jennings
Head of Department
Department of Community Health & Paramedic Practice
Monash University

Assoc. Prof. Peter Hartley
Head of School and Course Coordinator
School of Biomedical & Health Sciences
Victoria University
Section 1 – Course and Capability Stage

This booklet has been prepared for use during clinical placement by students of all Victorian universities. Evaluation of the contents of this booklet will occur on a yearly basis to ensure information is current and best meets the aims of both students and placement supervisors. Feedback in regards to content quality and usefulness is a valuable component of this process, and will be welcomed at any time. If you would like to make comment, you can do so by emailing QESClinicalEducationDepartment@ambulance.vic.gov.au.

Alternatively, if you have any questions that have not been addressed in this booklet, you should speak to the relevant course coordinator.

Clinical placement provides an opportunity for integrating theory into practice, further developing critical evaluation and reflective practice skills, refining and enhancing skills, knowledge and attributes, and consolidating and broadening knowledge of practice environments. As such, they form a valuable and important component of a student’s preparation for their future career.

Contents of this booklet

Section 1: Course Information & Capabilities

1.1 University course information 2
1.2 Clinical placement experience and key 3
1.3 Clinical capability key 6
1.4 Skills matrix key 7
1.5 Skills matrix 8
1.6 Placement statement objectives 8

Section 2: Expectations of Students and Supervisors

2.1 Expectations of supervisors 19
2.2 Additional shift allocations 20
2.3 Professionalism on placement 20
2.4 Reflective practice tool 21
2.5 Student workload 22
2.6 Contacts 24
2.7 Feedback to universities 25

Section 3 Records and Forms

3.1 Student progress and attendance record 26
3.2 Feedback forms 27

Information

Section 1.1 University Course Information
Australian Catholic University

Introduction

The Australian Catholic University School of Nursing, Midwifery and Paramedicine offers a Bachelor of Paramedicine (BP) program at the Melbourne campus and a Bachelor of Nursing/ Bachelor of Paramedicine (BN/BP) program at the Ballarat, Brisbane and Canberra campuses.

In both the BP and BN/BP programs students undertake a variety of interdisciplinary units in which they focus on fundamental health content including human bioscience, social and individual determinants of health. Students undertake these units alongside students enrolled in programs related to other health disciplines. As students progress through the programs they focus more on the specific clinical skills and theoretical underpinning of paramedicine (BP) or both nursing and paramedicine (BN/BP). Throughout both programs students undertake a number of clinical placements. These placements consist of work-based learning in hospitals, community, mental health settings and with paramedic services such as Ambulance Victoria.

Additional Benefits

The ACU curriculum uses an inquiry based learning model which promotes the development of the skills of critical thinking and problem solving in students looking to a future in health care. This promotes a deeper level of learning and lifelong approaches to problem solving in the health care context. These skills are indispensible for future health professionals.

All ACU students complete core curriculum units which include community engagement. These units aim to develop students’ knowledge and understanding of today’s global community and to assist students with their own personal development.

Course Outline: Bachelor of Paramedicine
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLSC110</td>
<td>Beginning Professional Practice</td>
<td>10</td>
</tr>
<tr>
<td>HLSC111</td>
<td>The Person, Health and Wellbeing</td>
<td>10</td>
</tr>
<tr>
<td>BIOL121</td>
<td>Human Biological Science 1</td>
<td>10</td>
</tr>
<tr>
<td>ALHT104</td>
<td>Foundations of Paramedic Practice</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 2</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLSC121</td>
<td>Health Assessment</td>
<td>10</td>
</tr>
<tr>
<td>UNCC100</td>
<td>Our World: Community and Vulnerability</td>
<td>10</td>
</tr>
<tr>
<td>BIOL122</td>
<td>Human Biological Science 2</td>
<td>10</td>
</tr>
<tr>
<td>ALHT105</td>
<td>Paramedic Practice: Respiratory Emergencies</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Semester 1</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLSC120</td>
<td>Society, Culture and Health</td>
<td>10</td>
</tr>
<tr>
<td>HLSC122</td>
<td>Inquiry in Health Care</td>
<td>10</td>
</tr>
<tr>
<td>ALHT208</td>
<td>Paramedic Practice: Neurological Emergencies</td>
<td>10</td>
</tr>
<tr>
<td>ALHT209</td>
<td>Paramedic Practice: Cardiovascular Emergencies</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Semester 2</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLSC210</td>
<td>Mental Health and Illness</td>
<td>10</td>
</tr>
<tr>
<td>ALHT207</td>
<td>Paramedic Practice: Mental Health</td>
<td>10</td>
</tr>
<tr>
<td>ALHT203</td>
<td>Traumatology in Paramedicine</td>
<td>10</td>
</tr>
<tr>
<td>ALHT204</td>
<td>Paramedic Practice: Traumatology</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Semester 1</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALHT205</td>
<td>Environmental and Endocrine Emergencies</td>
<td>10</td>
</tr>
<tr>
<td>ALHT307</td>
<td>Paramedic Practice: Gastroenterology and Renal Emerg</td>
<td>10</td>
</tr>
<tr>
<td>ALHT306</td>
<td>Paramedic Practitioner Health</td>
<td>10</td>
</tr>
<tr>
<td>ALHT304</td>
<td>Synergy in Paramedicine</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Semester 2</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLSC220</td>
<td>Health Care Ethics</td>
<td>10</td>
</tr>
<tr>
<td>ALHT308</td>
<td>Paramedic Practice: Emergency Department</td>
<td>10</td>
</tr>
<tr>
<td>ALHT305</td>
<td>Pre-Hospital Major Incident Management</td>
<td>10</td>
</tr>
<tr>
<td>ALHT303</td>
<td>Paramedic Practice: Obstetric and Paediatric Emerg</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Semester 1</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG353</td>
<td>Acute Care Nursing</td>
<td>10</td>
</tr>
<tr>
<td>NRSG366</td>
<td>Partnerships in Chronicity</td>
<td>10</td>
</tr>
<tr>
<td>NRSG354</td>
<td>Clinical Integration: Complex Care</td>
<td>10</td>
</tr>
<tr>
<td>ALHT304</td>
<td>Synergy in Paramedicine</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Semester 2</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG367</td>
<td>Transition to Professional Nursing</td>
<td>10</td>
</tr>
<tr>
<td>NRSG358</td>
<td>High Dependency Nursing Practice</td>
<td>20</td>
</tr>
<tr>
<td>NRSG355</td>
<td>Clinical Integration: Towards Professional Practice</td>
<td>10</td>
</tr>
<tr>
<td>ALHT305</td>
<td>Pre-Hospital Major Incident Management</td>
<td>10</td>
</tr>
</tbody>
</table>
Section 1.1 University Course Information
Ballarat University

Introduction

The Graduate Diploma of Paramedicine aims to provide students with the appropriate knowledge, skills and values, to be effective in providing paramedical patient care. This patient care occurs in pre-hospital environments to those who are suffering a health crisis, whether this is traumatic, medical, surgical and/or psychological. The course will prepare graduates for entry into the paramedic discipline as beginning practitioners who are competent to practice in a variety of clinical settings.

Course Outline

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCPAR5001</td>
<td>Clinical Paramedicine 1</td>
<td>15</td>
</tr>
<tr>
<td>HCPAR5011</td>
<td>Paramedic Clinical Diagnostics 1</td>
<td>15</td>
</tr>
<tr>
<td>HCPAR5021</td>
<td>Community, Paramedic Culture and Practice 1</td>
<td>15</td>
</tr>
<tr>
<td>HCPAR6901</td>
<td>Paramedic Internship 1</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCPAR6002</td>
<td>Clinical Paramedicine 2</td>
</tr>
<tr>
<td>HCPAR6012</td>
<td>Paramedic Clinical Diagnostics 2</td>
</tr>
<tr>
<td>HCPAR6022</td>
<td>Community, Paramedic Culture and Practice 2</td>
</tr>
<tr>
<td>HCPAR6902</td>
<td>Paramedic Internship 2</td>
</tr>
</tbody>
</table>

Objectives

The aims of the program are to:

- prepare the student to function effectively and safely as a health team member in out-of-hospital and medical environments;
- apply biopsychosocial processes relevant to paramedic practice;
- develop the use of problem-solving techniques in the planning and implementation of paramedical care;
- be able to enhance and apply the student’s written and oral communication skills within a paramedic context and;
- show an awareness of the moral, ethical, legal, social, economic and political implications of providing paramedic practice.

Mode of Study/ Duration

One year of full-time study.

Entry Requirements

All applicants must also provide evidence of a comprehensive understanding of: Basic Life Support; Basic Health Assessment; Basic ECG Interpretation; Basis use and theory of portable testing devices.

Other Requirements

It is a requirement of the program that students undertake clinical placements with Ambulance Victoria, in both rural and metropolitan areas. It is a requirement of AV that all students must be both medically and physically fit for placement on their operational vehicles.

Applicants are advised that comprehensive assessments by AV’s approved health provider and a police record check must be undertaken prior to commencement of study, details of which will be sent out prior to commencement. Students need to be aware that they are responsible for the cost of their uniform for clinical placements, which will commence from early in Semester 1. Students need to be available to attend clinical placements equaling 160 hours, or up to 16 shifts. These shifts will be organised by the Coordinator in consultation with AV, and may be anywhere in the rural/metropolitan region.
Section 1.1 University Course Information
La Trobe University

Introduction
The La Trobe Rural Health School Paramedic Practice program is unique in its structure. Students will graduate from this four year program with both a Bachelor of Paramedic Practice and Bachelor of Public Health Promotion.

In first year, students undertake an interdisciplinary core year, focusing on basic human biosciences and factors influencing health, including social and individual determinants. The second year focuses on a range of health science subjects including counselling skills, health promotion, health education, evidence based practice, and law and management in the health sector. The final two years see students develop skills specific to paramedicine and more specialised paramedic content. Students undertake the majority of professional placements in the final two years of the program. These placements consist of work-based learning in hospitals and primary care providers, community, rural and mental health settings, and with paramedic services such as Ambulance Victoria. Students may choose to complete the first year of the course at the Albury-Wodonga, Mildura, Shepparton or Bendigo campuses, but must all relocate to Bendigo campus for the final three years of the course.

Additional Benefits
The structure of the program provides opportunities for graduates to gain skills and knowledge beyond that traditionally delivered to paramedic students. The emphasis on public and community health serves to broaden the students’ horizons and prepares graduates for multi-disciplinary, integrated practice within the community. In addition, alternative career pathways in the public health arena, including humanitarian aide work, becomes more accessible to the student should they wish to explore these areas further.

The program is enhanced by involvement of a number of Advanced Life Support and MICA Paramedics, who assist in the delivery of high quality education for each of our students across the four years of the program. Students are allocated an Ambulance Victoria staff member during the first year of their studies. These Paramedic Mentors provide support and guidance to students during their adjustment to university, who are familiarised with the culture of paramedicine via meetings at ambulance branches.

<table>
<thead>
<tr>
<th>Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td>HBS1HBA</td>
</tr>
<tr>
<td>HLT1IPA</td>
</tr>
<tr>
<td>Selective</td>
</tr>
<tr>
<td>PHE1IDH</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
</tr>
<tr>
<td>HBS1HBB</td>
</tr>
<tr>
<td>HLT1RAE</td>
</tr>
<tr>
<td>PHE1SDH</td>
</tr>
<tr>
<td>Selective</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
</tr>
<tr>
<td>PAR3IPP</td>
</tr>
<tr>
<td>PHE3COS</td>
</tr>
<tr>
<td>HLT1IEP</td>
</tr>
<tr>
<td>PHE2PHP</td>
</tr>
<tr>
<td>HBS3PCY</td>
</tr>
<tr>
<td>PHE2HED</td>
</tr>
<tr>
<td>PAR3PMT</td>
</tr>
<tr>
<td>PHE3LMH</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
</tr>
<tr>
<td>PAR3PMA</td>
</tr>
<tr>
<td>PAR3PMB</td>
</tr>
<tr>
<td>PAR3ATM</td>
</tr>
<tr>
<td>PHE3HPE</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
</tr>
<tr>
<td>PHE3BRH</td>
</tr>
<tr>
<td>PAR5GSN</td>
</tr>
<tr>
<td>PAR3CMA</td>
</tr>
<tr>
<td>PAR3CMB</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
</tr>
<tr>
<td>MMH5AMH</td>
</tr>
<tr>
<td>PAR3CCM</td>
</tr>
<tr>
<td>PAR3POP</td>
</tr>
<tr>
<td>PHE3DBB</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
</tr>
<tr>
<td>PHE3FEB</td>
</tr>
<tr>
<td>PAR3PCL</td>
</tr>
<tr>
<td>PAR3CMC</td>
</tr>
<tr>
<td>PAR3CMD</td>
</tr>
</tbody>
</table>
Section 1.1 University Course Information
Monash University

Bachelor of Emergency Health
This course prepares students for potential employment as paramedics. Paramedics provide unscheduled health care for individuals experiencing a health emergency in the community. Paramedics initiate care and determine appropriate referral of patients to enable continuing care needs. A paramedic is also required to liaise with other healthcare professionals to facilitate appropriate healthcare needs of people in the community.

Paramedics must be able to think clearly, act quickly, possess a calm manner and have the ability to reassure patients and handle stressful situations. They must be able to accept responsibility, have personal integrity and be able to work with people from many different backgrounds. A paramedic responds to both emergency and non-emergency healthcare and transport needs. A paramedic is also required to be able to respond to major incidents in a range of settings within a multidisciplinary emergency healthcare system.

The B.Emerg Health (Pmed) degree provides the graduate with the practical skills and knowledge required of an Ambulance Paramedic at a beginning practitioner level.

Year 1 aims to provide students with the adequate preparatory coursework to enter the professional phase of the degree in Year 2. All units in Year 1 provide an introduction to the generic competencies expected of university studies, e.g. accessing information, critical analysis and essay preparation, etc. In year one, students will also be introduced to biomedical sciences, social sciences, human development and biological concepts that underpin clinical paramedic practice.

Year 2 is the first year of the two year professional phase. Students study concepts of professionalism and core clinical skills, including clinical problem solving and decision-making. In this year students will begin to explore common emergency medical conditions and conditions related to trauma. Studies are augmented by supervised clinical placements in hospitals and other health service agencies, and with ambulance service providers.

Year 3 students study the paramedic management of patients with conditions effecting mental health and health conditions at various life stages. Students begin to explore the concepts of leadership and clinical mentoring, research and evaluation, and the broader scope of emergency preparedness and multi-casualty situations. In this year studies are also augmented by supervised clinical placements in hospitals and with ambulance service providers.

Course Outline

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEH1011</td>
<td>Clinical Concepts and Paramedic Practice</td>
<td>6</td>
</tr>
<tr>
<td>BEH1041</td>
<td>Human Development and Health across the Lifespan</td>
<td>6</td>
</tr>
<tr>
<td>BMA1901</td>
<td>Human Structure and Function 1</td>
<td>6</td>
</tr>
<tr>
<td>IPE1011</td>
<td>Foundations of Health in Primary Clinical Care</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>BEH1102</td>
<td>Clinical Concepts of Paramedic Practice 2</td>
<td>6</td>
</tr>
<tr>
<td>BEH1022</td>
<td>Pharmacotherapy in community based emergency health</td>
<td>6</td>
</tr>
<tr>
<td>BMA1902</td>
<td>Human Structure and Function 2</td>
<td>6</td>
</tr>
<tr>
<td>NUR1202</td>
<td>Legal Issues and Concepts</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Semester 1</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEH2011</td>
<td>Professionalism and Community Based Emergency Health System</td>
<td>6</td>
</tr>
<tr>
<td>BEH2021</td>
<td>Evidence based Practice, Research and Population Health within community based emergency health services</td>
<td>6</td>
</tr>
<tr>
<td>BEH2121</td>
<td>Paramedic Management of Maternal and Neonatal Health</td>
<td>6</td>
</tr>
<tr>
<td>BEH2131</td>
<td>Paramedic Management of Cardiovascular Conditions</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>BEH2012</td>
<td>Paramedic Management of Cardiac and Respiratory Conditions</td>
<td>6</td>
</tr>
<tr>
<td>BEH2022</td>
<td>Paramedic Management of Trauma and Environmental Conditions</td>
<td>6</td>
</tr>
<tr>
<td>BEH2141</td>
<td>The Paramedic in the Community</td>
<td>6</td>
</tr>
<tr>
<td>BEH2032</td>
<td>Paramedic Clinical Practice 1</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Semester 1</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEH3011</td>
<td>Paramedic Management of Medical Conditions</td>
<td>6</td>
</tr>
<tr>
<td>BEH3121</td>
<td>Paramedic Management of Toxicological and Environmental Conditions</td>
<td>6</td>
</tr>
<tr>
<td>BEH3031</td>
<td>Paramedic Clinical Practice 2</td>
<td>6</td>
</tr>
<tr>
<td>BEH3051</td>
<td>Paramedic Management of Mental Health</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>BEH3012</td>
<td>Clinical Education, Leadership and Emergency Preparedness</td>
<td>6</td>
</tr>
<tr>
<td>BEH3022</td>
<td>Research and Contemporary Challenges in Community based Emergency Health</td>
<td>6</td>
</tr>
<tr>
<td>BEH3032</td>
<td>Paramedic Management of Critical Care speciality situations</td>
<td>6</td>
</tr>
<tr>
<td>BEH3042</td>
<td>Advanced Paramedic Clinical Practice 3.</td>
<td>6</td>
</tr>
</tbody>
</table>
Bachelor of Nursing/ Bachelor of Emergency Health

This integrated course offers students the opportunity to gain skills and qualifications in nursing and emergency health and inter-professional practice. The course prepares graduates for employment opportunities in an expanded scope of practice roles in nursing and paramedic environments. The career prospects for the graduate are enhanced due to a dual qualification and the synergies which the two professions share.

On completion of the course the graduate will be qualified for a career in three areas; as a registered nurse, a paramedic or a paramedic nurse. Qualified paramedic nurses will undertake a key role in community-based triage, pre-hospital and in-hospital care and retrieval and will have an essential role in multi-victim disasters.

The graduate will:

- work in an inter-professional practice context
- provide holistic, person centred nursing and paramedic care as a beginning practitioner in a variety of health care settings within local and global perspectives
- incorporate the individual's cultural, spiritual, and social values in planning, implementing and evaluating care
- practice in a manner that is reflective of the ethical and legal dimensions of the professions
- act as a reflective practitioner recognising the learning needs of themselves and others
- interpret and apply evidence-based practice as a foundation for nursing and paramedic care
- demonstrate the ability to communicate effectively as a member of the multidisciplinary team
- demonstrate an understanding of contexts in which health care is delivered within national and global perspectives
- practice in accordance with the Australian Nursing and Midwifery Council (ANMC)Competencies

Clinical Practice Units

This course requires students to undertake off-campus clinical placements. In the clinical setting students will have an opportunity to apply theory to practice under supervision. Attendance is mandatory for the clinical component of each unit.

Generally speaking, students on clinical experience will take on shift work, including weekend shifts and night duty and work a supervised, unpaid 40 hour week. Make-up for time missed will be arranged in consultation with the clinical coordinator on receipt of a medical certificate.

Where a student's skill or knowledge is found to be inadequate, access to the clinical component of the unit will be denied. A student may be withdrawn from a clinical practicum if required skills and knowledge are deemed inadequate, or on other grounds deemed appropriate by the head of school.

Professional Recognition

Successful completion of the course will lead to eligibility for registration as a registered nurse with the Nursing and Midwifery Board of Australia and to apply for employment as a paramedic within Australian ambulance services. International recognition of the qualifications occurs for both professions.
Course Outline

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEH1011 Clinical Concepts and Paramedic Practice</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>BMA1901 Human Structure and Function 1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>NUR1001 Professional and Scholarly Communication</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>NUR1010 Foundations of Nursing Practice</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEH1102 Clinical Concepts of Paramedic Practice 2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>BMA1912 Human Bioscience in Nursing</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>NUR1102 Health Assessment in Clinical Practice</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>NUR1205 Population and Socio-Cultural Health Research</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Semester 1</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPE1011 Foundations of Health in Primary Clinical Care 1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>NUR2106 Integrated Nursing Practice 1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>NUR2107 Person Centred Mental Health Care</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR1202 Legal Issues and Concepts</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>NUR2206 Integrated Nursing Practice 2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>NUR2207 Mental Health Clinical Practice 1</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Semester 1</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEH2131 Paramedic Management of Cardiovascular Conditions</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>NUR3001 Evidence based Health Care</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>NUR3002 Nursing Practice Context 3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>NUR3003 Education for Clinical Practice</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEH2012 Paramedic Management of Respiratory Conditions</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>BEH2022 Paramedic Management of Trauma</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>BEH2142 The Paramedic in the Community</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>BEH2032 Paramedic Clinical Practice 1</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Semester 1</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEH2121 Paramedic Management of Maternal and Neonatal Health</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>BEH3011 Paramedic Management of Medical Conditions</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>NEH4001 Preparing for Interprofessional Practice</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEH3032 Paramedic Management of Critical Care Speciality Situations</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>NEH4012 Interprofessional Practice in Community Hospital Settings</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>NUR3005 Chronic Illness Management in Primary Care</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Section 1.1 University Course Information
Victoria University

Introduction / Course Objectives

The Bachelor of Health Science (Paramedic) is an undergraduate degree with a specialisation in Paramedic that is taught in English and takes three years full-time (or part-time equivalent) to complete. The Bachelor of Health Science is located at Level 7 of the Australian Qualifications Framework and is accredited with the Council of Ambulance Authorities as a pre-service training degree.

The overall goal of the degree is to produce paramedic science graduates who can provide competent, efficient and compassionate clinical care at a basic entry level in the paramedic profession.

Clinical placements operate on a year-round basis. Paramedic Science students will be required to attend clinical placements on a rotation basis, including outside of semester hours, to maintain a public service and provide continuity of clinical care.

The degree program produces graduates who can provide competent, efficient and compassionate clinical care at the highest education level in the paramedic profession. Graduates are trained to identify, evaluate and manage the physical, psychological and social needs of patients and members of the community undergoing paramedic assessment, treatment and transport, and apply problem solving skills when planning and implementing out-of-hospital care.

Graduates perform paramedic skills and techniques within paramedic protocols and apply paramedic knowledge necessary for safe, efficient and effective practice within paramedic environments.

Graduates are able to interpret the paramedic needs of patients and members of the community within a holistic framework and apply an integrated holistic approach in paramedic practice, and are able to perform effectively and safely as an independent person and as a member of a health care team in paramedic environments.

Graduates examine current research and developments in paramedic practice and evaluate their implications for paramedics and the profession.
Graduates are taught to be sensitive to contemporary issues within socially and culturally diverse communities and predict and respond effectively to such issues when providing paramedic practice.

**Key Features**

VU paramedic units provide a safe, relaxed, and supportive teaching environment. The degree produces health science (paramedic) graduates at the highest international level standard and meets the needs of the paramedic industry. VU paramedic graduates emerge from their studies with a wide repertoire of experience, unrelated to the serendipitous nature of clinical practise and more practise ready. This degree is a “hands on approach” with strong emphasis on clinical practice.

**Overview of Emergency Clinical Placement**

Clinical placement within the Emergency Ambulance is designed to facilitate student development with the application of theory and skills presented in the classroom.

The philosophies of these clinical rotations are to allow students to learn how to collect and integrate information, and to develop their practice in delivering pre-hospital management of patients under the supervision of a clinical mentor. Students should be encouraged to assist with actual paramedic practice as reflected in the skill sets as described in this document.

**Aim**

The aim of this placement is to give the student paramedic exposure to the emergency ambulance system. Students are expected to gain an understanding of the role of the ambulance paramedic within the pre-hospital environment under the supervision of a qualified ambulance paramedic.

**Course Outline**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HFB1111</td>
<td>Professional Practice 1</td>
<td>12</td>
</tr>
<tr>
<td>HFB1112</td>
<td>Paramedic Clinical Practice 1</td>
<td>12</td>
</tr>
<tr>
<td>HFB1113</td>
<td>Pre-Hospital Ethical and Legal Issues</td>
<td>12</td>
</tr>
<tr>
<td>RBM1107</td>
<td>Bioscience for Paramedics 1</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Semester 2</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HFB1212</td>
<td>Professional Practice 2</td>
<td>12</td>
</tr>
<tr>
<td>HFB1213</td>
<td>Paramedics Clinical Practice 2</td>
<td>12</td>
</tr>
<tr>
<td>RBM1208</td>
<td>Bioscience for Paramedics 2</td>
<td>12</td>
</tr>
<tr>
<td>RBM1209</td>
<td>Exercise Physiology and Nutrition for Paramedics</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Semester 1</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HFB2113</td>
<td>Paramedic Clinical Science 1</td>
<td>12</td>
</tr>
<tr>
<td>HFB2117</td>
<td>Clinical Practice 3</td>
<td>12</td>
</tr>
<tr>
<td>HFB2120</td>
<td>Applied Pharmacology</td>
<td>12</td>
</tr>
<tr>
<td>RBM2109</td>
<td>Bioscience for Paramedics 3</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Semester 1</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HFB3133</td>
<td>Mental Health and Mental Illness</td>
<td>12</td>
</tr>
<tr>
<td>HFB3131</td>
<td>Paramedic Clinical Science 3</td>
<td>12</td>
</tr>
<tr>
<td>HFB3132</td>
<td>Mental Health and Wellbeing for Paramedics</td>
<td>12</td>
</tr>
<tr>
<td>HFB3134</td>
<td>Paramedic Clinical Practice 5</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Semester 2</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HFB3225</td>
<td>Research in Paramedic Practice</td>
<td>12</td>
</tr>
<tr>
<td>HFB3231</td>
<td>Paramedic Science 4</td>
<td>12</td>
</tr>
<tr>
<td>HFB3226</td>
<td>Major Incidents</td>
<td>12</td>
</tr>
<tr>
<td>HFB3234</td>
<td>Paramedic Clinical Practice 6 – Extended Practice</td>
<td>12</td>
</tr>
</tbody>
</table>
Section 1.2 Clinical Experiences and Capability Key

This booklet utilises different categories to assist supervising staff to understand the visiting student's capability and experience level. Both experience and capability will vary dependant on the university in question, the location of placement subjects in the curriculum, and the structure of the program itself. For these reasons, the following guide to experience and capability level has been designed.

The levels for each student are shown on the feedback pages of this booklet. These are prepared by the student in advance of the placement.

Experience Level

This key serves as an indicator of the level of experience the student possesses in relation to operational placements. The student's confidence, familiarity with the aims and objectives of placement, and understanding of the health care continuum are all dependent to some degree on the category of placement they are placed in.

- **Introductory Level.** This denotes a student that has had very little, if any, clinical placement experience. It is anticipated that these students will gain value from observation of everyday operational tasks, collaborative relationships with other emergency and health agencies, and the intricacies of communicating with patients and relatives whilst concurrently providing clinical management.

- **Mid Level.** This denotes a student that has gained an intermediate amount of experience – that is, greater than 10 shifts of clinical placement. These students should be more familiar with the logistics of placements and the culture and processes of the industry. It is anticipated that they will be able to interact with staff and patients with greater ease, and therefore their communication skills should be further advanced than at introductory level. Increased confidence within the workplace should translate to greater ability to apply themselves to clinical tasks.

- **Experienced Level.** Students at this level have previously undertaken clinical placement both within paramedicine and also with other health care providers. They should exhibit sound communication and reasoning skills, and should display sensitivity to and confidence.

Capability Level

The clinical capability level differs to that of the clinical experience level, as it relates directly back to the student's educational exposure and scope of knowledge involving clinical processes and techniques, rather than their exposure to clinical placement alone. There are three categories of capability.

- **Introductory.** This category classifies the student at the beginner level of clinical reasoning and knowledge application. They will require supervision, guidance, and encouragement with clinical procedures principles. Formal assessment of skills and new knowledge may not have occurred at this early stage, and a reference should be made to the Skills Matrix for further information.

- **Application.** The student has completed and been formally assessed on some or all of the foundational paramedicine subjects. They are able to rationalise their clinical actions, and provide for the management of a wide variety of medical and trauma presentations. There are some clinical guidelines that may not be familiar to the student, but they should be able to utilise problem solving skills and effectively liaise with paramedic staff to overcome these shortfalls. This level of capability may still see the student requiring supervision and support as they move from controlled, low pressure classroom environments to situated learning. In order to further develop interpersonal skills, students should be encouraged to communicate independently with patients, colleagues and other health care professionals.

- **Integration.** Students at this level of clinical competency should be able to perform a wide range of clinical processes and procedures with a minimum of guidance or direction. They should be able to competently integrate skills such as communication, reasoning, persuasion and clinical management to complete required actions in a timely and effective manner. Students may require occasional prompts only during commonly encountered cases, but may still need supervision and more structured assistance for less familiar or complex clinical situations.
Section 1.3 Clinical Placement Summary

Each paramedic student from the 5 Victorian universities which attend clinical placement with Ambulance Victoria completes around 360 hours of time on shifts across their entire course. The approximate hours are spread across programs as follows.

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>STAGE OF UNIVERSITY COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1, Sem 1</td>
</tr>
<tr>
<td>AUSTRALIAN CATHOLIC UNIVERSITY</td>
<td>BP 20 BN/BP 20</td>
</tr>
<tr>
<td>UNIVERSITY OF BALLARAT</td>
<td>80</td>
</tr>
<tr>
<td>LA TROBE UNIVERSITY</td>
<td>0</td>
</tr>
<tr>
<td>MONASH UNIVERSITY</td>
<td>20</td>
</tr>
<tr>
<td>VICTORIA UNIVERSITY</td>
<td>20</td>
</tr>
</tbody>
</table>

Section 1.4 Skills Matrix

The clinical skills matrix has been modified from the Health Workforce Australia Principal Committee Consultation Paper (2012). The matrix displays paramedic skills currently in use by ambulance services across CAA jurisdiction ambulance services. The skills matrix can be used to identify expected student clinical knowledge during their current placement, and is graded using the following key:

F The student is familiar with a skills set, but has not been formally assessed on that skill at this point in their program.
C The student is deemed to be capable of completing this skill in a satisfactory manner, and has successfully undertaken formal assessment.
G The student has only general, basic or limited knowledge of this skill, and will not be assessed in relation to this during their course.
U The student is unfamiliar with this skill or protocol at this point in time.
<table>
<thead>
<tr>
<th>SKILLS</th>
<th>ACU</th>
<th>BALLARAT</th>
<th>LA TROBE</th>
<th>MONASH</th>
<th>VICTORIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Approach</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary survey</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Vital signs (PSA, RSA, GCS)</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Secondary survey</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Time critical guidelines</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>F</td>
</tr>
<tr>
<td>Stroke assessment</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>History taking skills</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Communication and reassurance</td>
<td>F</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Prioritisation of patient management</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td><strong>Airway Management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral pharyngeal airway</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Nasal pharyngeal airway</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Laryngeal mask</td>
<td>U</td>
<td>U</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Intubation – endotracheal</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Bougie</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Cricothyroidotomy</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td><strong>Defibrillation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manual external defibrillation</td>
<td>F</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Semi auto external defibrillation</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Auto external defibrillation</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Internal defibrillators</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td><strong>Interventions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insertion of intraosseous device</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Insertion of IV</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Decompress tension pneumothorax</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Medical anti shock trousers</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
</tbody>
</table>

F – Familiar; C – Capable; G – General; U – Unfamiliar; Shaded Grey = Skill Not Applied
### SKILLS

<table>
<thead>
<tr>
<th></th>
<th>ACU</th>
<th>BALLARAT</th>
<th>LA TROBE</th>
<th>MONASH</th>
<th>VICTORIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth</td>
<td>U U U U U F C C C U C</td>
<td>U U U U U F C C C</td>
<td>U U F C C C C U U G F C C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoulder dystocia</td>
<td>U U U U U F C C U C</td>
<td>U U U U U F C C C</td>
<td>U U F C C C C U U G F C C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breech</td>
<td>U U U U U F C C C U C</td>
<td>U U U U U F C C C</td>
<td>U U F C C C C U U G F C C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Equipment

<table>
<thead>
<tr>
<th></th>
<th>ACU</th>
<th>BALLARAT</th>
<th>LA TROBE</th>
<th>MONASH</th>
<th>VICTORIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pelvic splint</td>
<td>U U F C C C C C C U F</td>
<td>U U U C C C C C U U F C C C C</td>
<td>U U F C C C C F C C C C</td>
<td>F C C C C C C</td>
<td></td>
</tr>
<tr>
<td>Pulse oximetry</td>
<td>U F C C C C C C C F C</td>
<td>U U F F C C C C U G F C C C C</td>
<td>U U F F C C C C F C C C C</td>
<td>F C C C C C C</td>
<td></td>
</tr>
<tr>
<td>End expiratory pressure device</td>
<td>U U G G G G G G G U U</td>
<td>U U U U U U G G U U U G G G</td>
<td>U U F C C C C F C C C C</td>
<td>F C C C C C C</td>
<td></td>
</tr>
<tr>
<td>Colnometric CO2 detection</td>
<td>U U U U U U U U U U U U</td>
<td>U U U U U U U G G U U U G G G</td>
<td>U U F C C C C F C C C C</td>
<td>F C C C C C C</td>
<td></td>
</tr>
<tr>
<td>Capnography</td>
<td>U F C C C C C C C U F</td>
<td>U U U U U U U G G U U U G G G</td>
<td>U U F C C C C F C C C C</td>
<td>F C C C C C C</td>
<td></td>
</tr>
<tr>
<td>Donway traction splint</td>
<td>U U F C C C C C C F C</td>
<td>U U U C C C C C U U F C C C C</td>
<td>U U F C C C C F C C C C</td>
<td>F C C C C C C</td>
<td></td>
</tr>
</tbody>
</table>

### Thrombolysis

<table>
<thead>
<tr>
<th></th>
<th>ACU</th>
<th>BALLARAT</th>
<th>LA TROBE</th>
<th>MONASH</th>
<th>VICTORIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspirin (for MI)</td>
<td>U U F C C C C C F C</td>
<td>U U U U U C C C C U U F C C C C</td>
<td>U U F C C C C F C C C C</td>
<td>U F C C C C</td>
<td></td>
</tr>
</tbody>
</table>

### Vasodilation

<table>
<thead>
<tr>
<th></th>
<th>ACU</th>
<th>BALLARAT</th>
<th>LA TROBE</th>
<th>MONASH</th>
<th>VICTORIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral nitrates</td>
<td>U U F C C C C C F C</td>
<td>U U U U U C C C C U U F C C C C</td>
<td>U U F C C C C F C C C C</td>
<td>U F C C C C</td>
<td></td>
</tr>
<tr>
<td>GTN patch</td>
<td>U U F C C C C C F C</td>
<td>U U U U U C C C C U U F C C C C</td>
<td>U U F C C C C F C C C C</td>
<td>U F C C C C</td>
<td></td>
</tr>
</tbody>
</table>

F – Familiar; C – Capable; G – General; U – Unfamiliar; Shaded Grey = Skill Not Applied
<table>
<thead>
<tr>
<th>SKILLS</th>
<th>ACU</th>
<th>BALLARAT</th>
<th>LA TROBE</th>
<th>MONASH</th>
<th>VICTORIA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 1</td>
</tr>
<tr>
<td>Analgesics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morphine</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Fentanyl</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Methoxyflurane</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Entonox</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Cophenylcaine</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Ketamine</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>G</td>
</tr>
<tr>
<td>Intranasal Fentanyl</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Cardiac Agents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adenosine / Verapamil</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Adrenaline</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Atropine</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Calcium</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Frusemide</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Isoprenaline</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Lignocaine</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Amiodarone</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Aramine / Metaraminol</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Dopamine</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Dobutamine</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Noradrenaline</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Nifedipine</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Antivenom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Box jelly</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>BULL ant (Medihaler BP)</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
</tbody>
</table>

F – Familiar; C – Capable; G – General; U – Unfamiliar; Shaded Grey = Skill Not Applied
<table>
<thead>
<tr>
<th>SKILLS</th>
<th>ACU Year 1, Sem 1</th>
<th>ACU Year 2, Sem 1</th>
<th>BALLARAT Year 1, Sem 1</th>
<th>BALLARAT Year 2, Sem 1</th>
<th>LA TROBE Year 1, Sem 1</th>
<th>LA TROBE Year 2, Sem 1</th>
<th>MONASH Year 1, Sem 1</th>
<th>MONASH Year 2, Sem 1</th>
<th>VICTORIA Year 1, Sem 1</th>
<th>VICTORIA Year 2, Sem 1</th>
<th>VICTORIA Year 3, Sem 1</th>
<th>VICTORIA Year 4, Sem 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asthma</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salbutamol (puffer/spacer)</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>F</td>
<td>C</td>
<td>F</td>
<td>U</td>
<td>F</td>
<td>C</td>
</tr>
<tr>
<td>Salbutamol (nebulised)</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>F</td>
<td>C</td>
<td>F</td>
<td>U</td>
<td>F</td>
<td>C</td>
</tr>
<tr>
<td>Sabutamol (IV)</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>F</td>
<td>U</td>
<td>F</td>
<td>U</td>
<td>F</td>
<td>C</td>
</tr>
<tr>
<td>Adrenaline</td>
<td>U</td>
<td>F</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>U</td>
<td>F</td>
<td>C</td>
</tr>
<tr>
<td>Peak exp. Flow meters</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>U</td>
<td>U</td>
<td>G</td>
</tr>
<tr>
<td>Dexamethasone</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>U</td>
<td>U</td>
<td>G</td>
</tr>
<tr>
<td>Ipratropium</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>U</td>
<td>C</td>
<td>F</td>
<td>U</td>
<td>F</td>
<td>C</td>
</tr>
<tr>
<td>Nebulised adrenaline (croup)</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>U</td>
<td>C</td>
<td>F</td>
<td>U</td>
<td>F</td>
<td>C</td>
</tr>
<tr>
<td>Hydrocortisone</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>U</td>
<td>F</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Diabetic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glucotol</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Glucagon</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>F</td>
<td>C</td>
<td>U</td>
<td>F</td>
<td>C</td>
</tr>
<tr>
<td>Dextrose 10%</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>F</td>
<td>C</td>
<td>F</td>
<td>U</td>
<td>F</td>
<td>C</td>
</tr>
<tr>
<td>Dextrose 50%</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Glucometer</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>F</td>
<td>C</td>
<td>F</td>
<td>C</td>
<td>F</td>
<td>C</td>
</tr>
<tr>
<td>Glucose Gel</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>F</td>
<td>C</td>
<td>F</td>
<td>C</td>
<td>F</td>
<td>C</td>
</tr>
<tr>
<td>BM sticks</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Fluids</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV cannulation</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>F</td>
<td>C</td>
<td>F</td>
<td>U</td>
<td>F</td>
<td>C</td>
</tr>
<tr>
<td>Intraosseous infusion</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>U</td>
<td>G</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Intraosseous device</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>U</td>
<td>G</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Hartmann’s</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>U</td>
<td>G</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>5% dextrose</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>0.9% Sodium Chloride</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>F</td>
<td>C</td>
<td>F</td>
<td>U</td>
<td>F</td>
<td>C</td>
</tr>
<tr>
<td>Look after IV line</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>F</td>
<td>C</td>
<td>F</td>
<td>U</td>
<td>F</td>
<td>C</td>
</tr>
<tr>
<td>IV fluid management</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>F</td>
<td>C</td>
<td>F</td>
<td>U</td>
<td>F</td>
<td>C</td>
</tr>
</tbody>
</table>

F – Familiar; C – Capable; G – General; U – Unfamiliar; Shaded Grey – Skill Not Applicable
<table>
<thead>
<tr>
<th>SKILLS</th>
<th>ACU</th>
<th>BALLARAT</th>
<th>LA TROBE</th>
<th>MONASH</th>
<th>VICTORIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Miscellaneous</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bentropine</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Diazepam oral</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>F</td>
</tr>
<tr>
<td>Midazolam – seizures</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Midazolam – sedation</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Midazolam – sedation post intubation</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Haloperidol</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Naloxone</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Metoclopramide</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Prochlorperazine</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Charcoal</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Bicarbonate</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Ondansetron</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>F</td>
</tr>
<tr>
<td>Phenergan</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Mannitol</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verapamil</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Pancuronium</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Rocuronium</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Suxamethonium</td>
<td>U</td>
<td>U</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Antibiotic for meningococcus</td>
<td>U</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Magnesium</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Adrenaline – for anaphylaxis</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Heparin</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Tirotroban</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>Temperature</td>
<td>U</td>
<td>F</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Clopidogrel, Oxytocin, and/or Misprostol</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
</tbody>
</table>

F – Familiar; C – Capable; G – General; U – Unfamiliar; Shaded Grey – Skill Not Applicable
1.5 Clinical Placement Objectives – Australian Catholic University

ACU Paramedicine placements in both the BP and BN/BP programs are associated with units which focus on specific content. These units are also undertaken in specific stages of the programs. This means that students also have the overlay of progressively more complex levels of development and therefore expectations on placements as they progress through the programs.

YEAR 1 (BP, BN/BP)

Content Focus – General Introductory, (BP - Respiratory)
Progress Focus – Beginner

The purpose of this placement is to provide students with introductory experience in the field of paramedicine. It is envisaged that the placement will provide context in which to place the underpinning skills and knowledge gathered so far in the classroom environment. In addition, orientation to the culture of the workplace and accompanying work practices are core objectives of this clinical experience.

Students are encouraged to obtain maximum benefit from this introductory placement and it is envisaged that supervising paramedics will work with students to facilitate this.

In first year at ACU, the students will undertake placement in both first and second semester. It is anticipated that the students will be largely unfamiliar with the process of clinical placements and potentially lacking proficiency in communicating with colleagues, patients, relatives and/or bystanders. As such, they may require substantial guidance and supervision in the area of interpersonal skills. Supervising staff are encouraged to view the Skills Matrix section of this booklet, as, although students have not yet been formally assessed, there are several clinical skill sets that students are familiar with and are able to practice under direct supervision. Skills to be practiced include communication and scene management, and procedures associated with airway, breathing, circulation, posture and patient assessment.

Year 2 (BP, BN/BP)

Content Focus – Trauma, (BP - Cardiovascular)
Progress Focus – Developing

Students in their second year of their undergraduate degree are familiar with expectations on clinical placements and are beginning to consolidate their practice by integrating theory and clinical skills under the direct supervision of the crew.

The expectation is that students will require assistance in performing clinical skills listed in the Skills Matrix. Whilst their practice may be occasionally inefficient and uncoordinated, these students should be able to rationalise their decisions and perform clinical procedures safely at all times.

These students have been formally taught skills and pharmacology as listed in the Skills Matrix, and should be encouraged to practice these where possible. In addition to Year 1 Skills students are able to practice administration of basic paramedic drugs and management of trauma whilst under direct supervision.

Year 3 (BN, BN/BP)

Content Focus – Obstetrics and Paediatrics. Synthesis
Progress Focus – Consolidation

Students completing the third year of their degree are familiar with clinical placement. The expectation is that these students require infrequent/ minimal cues when performing assessments and undertaking clinical skills. These students may be undertaking their clinical final placement and should be able/ encouraged to manage a patient from assessment to final destination under the crews’ supervision.

Year 4 (BN/BP) (Final placement in the BN/BP only)

Content Focus – Consolidation and Synthesis
Progress Focus – Consolidation

Students undertaking placement in this clinical unit should be operating with minimal cues from supervising paramedics. These students are undertaking their clinical final placement and should be able/ encouraged to manage a patient from assessment to final destination under the crews’ supervision.
1.5 Clinical Placement Objectives – Ballarat University

Stage 1/Semester 1 Placement Objectives
The students enrolled in the Graduate Diploma of Paramedicine (GDOP) at the University of Ballarat have come from a background of nursing with most having critical care post graduate qualifications and experience. The objective with the clinical placement in the first semester is to assist students transfer their current skill and knowledge base from the hospital setting to the pre-hospital setting. Students in first semester familiarise themselves with the range of equipment used in the ALS pre hospital environment and aim to make progression from their current working environment to that of ambulance. Many of the skills required, such as communication, Vital signs surveys and basic assessment already have a solid foundation developed from previous experience. Placement in the operational environment allows for consolidation of those skills into new situations and surroundings.

Stage / Semester 2 Placement

Objectives
Students in the second semester of the Graduate Diploma of Paramedicine (GDOP) at the University of Ballarat will build upon previous experience in the nursing environment and develop conveying those established proficiencies to the prehospital arena. GDOP students will extend upon their pre hospital theoretical knowledge and clinical skills developed in semester one.

During placements with Ambulance Victoria students are exposed to a wide range of pre-hospital situations. The objective is for students, in a supervised setting, to develop competency in clinical decision making skills and autonomy required to perform as a Paramedic. In contrast to the most of the undergraduate programs offered, the large majority of these GDOP students maintain some ongoing employment in critical care nursing during their studies, students are encouraged to apply critical thinking to their nursing experience and consider and reflect on how these patients might be managed in the pre-hospital situation.

Clinical placements offer the opportunity for students to meet the challenges faced when making the transition from Nursing to Paramedicine. Those challenges include:

- Developing expeditious, autonomous independent clinical decision making and independent implementation of treatment.
- Demonstrate rationale and validation of the treatment delivered and critically analyse and reflect on those decisions and subsequent actions.
- Logistical planning and assessment to deliver the optimum resolution without the resources they might usually have at hand.
- Patient and general scene management in a variety of difficult environments.
- Gaining competencies in the use of new equipment and practices used in the field of pre-hospital medicine.

The intention is that at the completion of the Graduate Diploma of Paramedicine the students will be able to successfully complete graduate training offered by Ambulance Victoria and other Ambulance services within Australia.
1.5 Clinical Placement Objectives – La Trobe University

Stage 1 Placement

The purpose of this placement is to provide students with introductory experience in the field of paramedicine. It is envisaged that the placement will provide context in which to place the underpinning skills and knowledge gathered so far in the classroom environment. In addition, orientation to the culture of the workplace and accompanying work practices are core objectives of this clinical experience.

Operational placements allow for consolidation of concepts and strengthening of knowledge of the discipline for beginning health professionals and it is hoped this placement will be no exception.

Although this two day placement is classified as observational, students are encouraged to obtain the most amount of benefit from them, and it is expected that operational staff will work with students to facilitate this. This stage is an Introductory Subject Consolidation stage, meaning students will be largely unfamiliar with the process of clinical placements and potentially lacking proficiency in communicating with colleagues, patients, relatives or bystanders. As such, they may require substantial guidance and supervision in the area of interpersonal skills. Supervising staff are encouraged to view the Skills Matrix section of this booklet, as, although students have not yet been formally assessed, there are several clinical skill sets that students are familiar with and are able to practice under direct supervision.

Stage 2 Placement

The subjects PAR5CMA Paramedic Clinical Placement A and PAR5CMB Paramedic Clinical Placement B take place in Semester 2 of Year 3, and are designed to build on the theoretical foundations that other subjects have laid throughout the program. These graduates will achieve a range of positive outcomes from this education including employability, national and global recognition, and the capabilities required of professionals who have completed higher education. Core course goals and outcomes of these subjects are:

- Professionalism and citizenship (including values)
- Professional judgement: criticality and creativity
- Communication and interactions (including cultural competence)
- Information literacy
- Professional competence (and capability to maintain/ enhance competence)
- Work readiness (incorporates all of the above)

In the subject PAR5CMA Paramedic Clinical Placement A (ambulance service setting), students will have an opportunity to integrate theory into practice under supervision. They will explore the role of the paramedic as a clinician and build on the model of paramedic clinical competence in the context of paramedic clinical practice. While on placement, students will have the opportunity to practice and develop their clinical skills in management of patients with acute health conditions in a supervised clinical environment. Skills to be practiced include communication and scene management, and procedures associated with airway, breathing, circulation, posture and patient assessment.

In the subject PAR5CMB Paramedic Clinical Placement B (clinical and community settings), students will have an opportunity to integrate theory into practice under supervision in a wider range of clinical and community settings. Students will undertake placements in aged care, rural health and ambulance service settings. These varied clinical experiences will enable students to develop as clinicians within the framework of the Paramedics Australasia Competency Standards for Paramedics. While on clinical placement, students will have the opportunity to practice and develop their clinical skills in the management of patients with chronic and acute health conditions in supervised clinical environments.

The learning objectives during Stage 2 are:

- Use relevant theoretical knowledge and clinical skills to decide on, and justify, the care you provide to patients while supervised in an emergency ambulance service setting
• Perform as an effective and responsible team member and work, under supervision, with other paramedic and health care professionals to provide appropriate patient care
• Recognise, and perform, your role and responsibilities in a supervised emergency clinical, aged care and rural health setting

• Assimilate information and communicate it clearly as appropriate for the emergency ambulance services, aged care and rural health setting

Critically reflect on and review your clinical practice to determine, and put in place, strategies for improvement.

Stage 3 Placement

The subjects PAR5CMC and PAR5CMD will take place in Semester 2 of Year 4. In these two clinical placement subjects, students will have an opportunity to integrate theory into practice under supervision in specialist clinical settings. Students will undertake placements in the emergency health system as well as emergency paramedic services, public health and community mental health settings. These specialised clinical experiences will enable students to develop further as clinicians within the framework of the Paramedics Australasia Competency Standards for Paramedics.

While on these clinical placements, students will have the opportunity to practice and develop their clinical skills in the management of patients with acute mental health and other conditions in supervised clinical environments. The learning objectives are to:

• Recognise, and perform, your roles and responsibilities in community mental health, paramedic services and other parts of the emergency health system under general supervision
• Independently decide on, and justify, the emergency care you provide to patients with varying levels and types of medical need while supervised within emergency paramedic services and other parts of the emergency health systems and community mental health.
• Critically reflect on your performance as a team member to provide appropriate patient care.
• Develop and implement strategies to improve your practice by critically analysing and reflecting on decisions and actions taken by you, and experienced clinicians, in response to both emergency and non-urgent situations during your clinical practice
• Analyse and integrate large amounts of diverse and complex information to develop and present thorough, concise and appropriately targeted explanations of complex cases in emergency health care and community mental health settings.

1.5  Clinical Placement Objectives – Monash University

BEH1101 Clinical Concepts of Paramedic Practice

This unit explores the foundation of the paramedic clinician and introduces the roles expected of paramedics as clinicians. The unit will utilise a model of paramedic clinical competence as a framework to develop the foundations and skills of clinical approach, clinical problem solving, and clinical decision-making. The essential clinical skills will be developed in the clinical laboratory and simulation settings. A satisfactory level in all these essential clinical skills will be required before students can proceed with their course.

The context of paramedic clinical practice will be provided by supervised clinical experience with emergency ambulance services. These objectives are those the relate specifically to clinical placement

• Recognise appropriate professional and teamwork behaviours in the health settings;
• Describe the barriers to effective communication and patient assessment within paramedic practice and how emotions and culture can interfere with decision-making;
• Reflect on their performance in the clinical setting to identify the internal and external factors influencing clinical decision making;
• Demonstrate appropriate professional within a clinical environment and provide peer review within the simulated clinical environment.

BEH1102 Clinical Concepts of Paramedic Practice 2
This unit builds on the foundation of the paramedic clinician and expands the roles expected of paramedics as clinicians. The unit will utilise a model of paramedic clinical competence as a framework to develop the foundations and skills of clinical approach, clinical problem solving, clinical decision-making, and scene management. The unit will develop scientific knowledge and understanding of selected concepts of disease/injury and require students to integrate this knowledge in the clinical laboratory and simulation settings. The unit uses a patient-centred safety framework as a foundation and is designed to assist students to understand the scope of practice and clinical pathways available in community based emergency healthcare.

- Apply scientific knowledge of selected pathophysiological processes to the assessment and care if individuals with acute and chronic health problems;
- Demonstrate the required standard in each of the core clinical skills of physical examination, clinical decision-making and scene management at the standard required of a novice practitioner;
- Investigate and describe variables within the work environment, scope of practice, teamwork and community that contribute towards the successful delivery of care within emergency medical service settings;
- Reflect on their performance in the clinical setting to identify the internal and external factors influencing clinical decision making in an acute health crisis;
- Demonstrate appropriate professional within a clinical environment and provide peer review within the simulated clinical environment.

**BEH2032 Paramedic Clinical Practice 1**

This unit continues to develop the role of the paramedic as a clinician. It will build on a model of paramedic clinical competence developed in prerequisite units and will provide the context to support the implementation of knowledge and skills necessary for effective patient care. Students will have the opportunity to practice and develop their clinical skills in the management of patients with acute health conditions in the setting of clinical skills laboratories and simulation scenarios that develop core paramedic and nursing competencies, supervised clinical simulation scenarios, and clinical placements with ambulance service providers and other health agencies.

- Evaluate their clinical knowledge and identify clinical learning opportunities that may improve their ability to communicate with and care for patients.
- Recognise their role in the community emergency health setting and display appropriate professional and teamwork behaviours.
- Perform appropriate paramedic clinical tasks under supervision in the community emergency health setting.
- Apply relevant theoretical knowledge and clinical skills to the care of patients within the community emergency health setting.
- Work as an effective team member with paramedics and health care professionals to provide appropriate patient care.
- Demonstrate a culturally sensitive approach to their own reactions and those of patients and their families to acute illness or injury.
- Reflect on their performance in the clinical setting to identify the adequacy of their judgements and the factors influencing clinical decision making.
- Describe the operational setting for paramedics across a different service sectors including the interface with related other operational services as well as emergency and primary health care teams within community emergency health settings.

**BEH3031 Paramedic Clinical Practice 2**

This unit continues to develop the role of the paramedic as a clinician. It will build on a model of paramedic clinical competence developed in prerequisite units and will provide the context to support the implementation of knowledge and skills necessary for effective patient care. Students will have the opportunity to practice and develop their clinical skills in the management of patients with acute and chronic health conditions during supervised clinical placements with health services providing specialist services that including obstetric, paediatric and mental health care in hospital and community settings.
• Evaluate their clinical knowledge and identify clinical learning opportunities that may improve their ability to communicate with and care for patients across the lifespan.

• Perform appropriate paramedic clinical tasks under supervision and display appropriate professional and teamwork behaviours in the health settings associated with this unit.

• Apply relevant theoretical knowledge and clinical skills to the care of patients within obstetric, paediatric and mental health specialist health settings.

• Work as an effective team member with paramedics and health care professionals to provide appropriate patient care.

• Demonstrate a culturally sensitive approach to their own reactions and those of patients and their families to acute illness or injury.

• Reflect on their performance in the clinical setting to identify the adequacy of their judgements and the factors influencing clinical decision making.

• Describe the operational setting for paramedics across different health services including the interface with primary health care teams within community emergency health settings.

1.5 Clinical Placement Objectives – Victoria University

Aim
The aim of this placement is to expose the student paramedic to the emergency ambulance system. Students are expected to gain an understanding of the role of the ambulance paramedic within the pre-hospital environment under the supervision of a qualified ambulance paramedic clinical teacher.

Objectives
At the completion of clinical practice in an emergency ambulance setting the student should be able to:

Identify the role of the paramedic in an emergency ambulance

• Identify the role of the paramedic in an emergency ambulance
• Discuss the role of the communications centre and dispatch
• Discuss various methods and modes of dispatch
• Relate patient observations to:
  • the paramedics approach to a patient in an emergency situation
- the importance of the vital signs survey and determination of time criticality
- the concept of perfusion, respiratory and mental status assessments in paramedic care.

- Appreciate safety in the workplace and the often uncontrolled environment of the paramedic
- Practice standard and additional precautions
- Appreciate the use of medical equipment on an ambulance
- Practice medical procedures in line with approved student practice levels

- Discuss the paramedics role in the care of the patients family and/or bystanders
- Relate to the importance of giving a full patient hand-over and completing patient care records (case sheets etc)
- Identify patient clinical presentations and correlate with patient conditions and treatment covered in the classroom including: Medical, Cardiac and Trauma
- Recall, practice and discuss the Clinical Practice Guidelines
- Recall and discuss the properties of drugs used in the pre-hospital setting.
Section 2 – Expectations of Students & Supervisors

2.1 Expectations of Supervisors

It is expected that students and AV staff will work closely with each other in order to meet recommended clinical learning outcomes and ensure an educational and valuable experience. Staff are asked to accept the following responsibilities:

- Assume the task of role model, facilitator and supporter to the students. Students will require guidance, especially during the initial stages of placement.
- Orientate the student to relevant policies and procedures and perform appropriate instructions, including OHS.
- Encourage and assist students to make contact with further supports such as counselling if and when required.
- Provide assistance and supervision where required in relation to clinical procedures and information, and share responsibility for critical evaluation and reflective practice.
- Speak with the student at regular intervals to discuss progress.
- Remove a student from placement if they do not comply with the uniform or safety requirements of both the university and AV, and contact the placement coordinator promptly of any student removal (contact details can be found in the section entitled ‘Who to Contact’).
- Critique and direct students in relation to behavioural and motivational issues, and encourage professional practice.

Douglas Gallagher
Manager Clinical Education
Ambulance Victoria

2.2 Additional Shift Allocation

Clinical placements provide valuable experience for students within the paramedic program. It is not uncommon for students to request ad-hoc placement shifts in addition to those allocated to them. Although the desire to complete extra shifts is understandable, it is agreed that allocation of additional work is not permitted.

There are several reasons for this, including legalities surrounding indemnity insurance, supervision issues, logistical problems, and unfair advantage to those students who do acquire additional shifts.

If at any time staff are unclear about this issue, they should feel free to discuss matters using the contact details contained in this booklet.

2.3 Professionalism of Placement

As a student on placement, your level of professionalism will be on display for supervisors, future peers, patients, relatives, bystanders, and even future employers. It is essential to abide by standard etiquette, and conduct yourself in a manner befitting of a paramedic.

Part of being a professional and displaying professionalism is the ability to effectively reflect on your practice, and make improvements where necessary. It is expected that students will undertake critical reflection throughout their clinical placement experience and that supervisors encourage and assist students in doing so. Students are reminded that written reflections comprise a large component of their clinical placement assessment.

To better facilitate reflection on placement, supervisors and students are encouraged to utilise the framework on the following page.
2.4 Reflective Practice Tool

**I.F.E.A.R Reflective Framework (Smart 2008) Adapted from Gipps: 1988**

- **Incident or learning event**
  - Describe what happened

- **Feelings**
  - During the event, afterwards and now

- **Analysis**
  - Can I identify and new educational needs?

- **Evaluation**
  - What went well and not so well. Did the patients have any unmet needs?

- **Re-Action Plan**
  - How might I respond more effectively given this situation again? How will I address any newly identified educational needs?

- **Apply new plan in clinical practice**
2.5 Student Workload

Clinical placements are run concurrently with other subjects at university so students often have other work that they are completing while on clinical placement. It is likely that this is a new method of study for most students, and may raise issues of confidence and time management. Placement staff are asked to be supportive of students during this challenging academic period and are encouraged to ask students what concurrent study they are undertaking.

Students are often also completing essay reports, journals, research and may be preparing for examinations and practical tests.

The 21st-century student often works in a part-time role in order to supplement their income so it is hoped that a level of respect can be afforded to the student’s situation.

2.6 Reporting Problems and Providing Additional Feedback to the University

Each university is available to provide assistance to any student while on placement. This extends beyond normal office hours and to anytime that a student is completing a placement. It is important to report any incidents, including bullying or other harassment, ignoring, stalking, assault, indecent assault or other threats, as soon as possible. The service provides students with local safety and security support, advice, counselling, and other assistance as required. Please refer to the contact information over the page concerning how to gain this support.

Many students hesitate to report issues. Reasons for this may vary, but may include fear of the consequences of reporting or downplaying of incidents, believing they are not worth reporting. Yet unless reported, the situation is unlikely to improve for you or other students undertaking placement. The university is unable to implement suitable support mechanisms if they are unaware of the extent of such events such as bullying, harassment or assault.

The easiest way to determine whether you should report an incident is to ask yourself the following questions. If you answer yes to any of these, then you should report the incident.

- Do I feel uncomfortable with this issue?
- Did I fear for my safety at any time?
- Do I think the person involved has failed in their responsibilities or duty of care?
- Did the person involved act in a way that was illegal or immoral?
- Do I need further advice in regards to what has happened?
2.7 Contacts

If you are not able to attend a shift at AV please contact AV as well as the university as outlined below. Please contact the AV Duty Manager responsible for the area that you are to be working in. In Rural Victoria this is 1300 113 319 and in Metropolitan Melbourne this is 1300 551 624.

If you have been allocated to work at an AV branch located in a shared facility with the Metropolitan Fire Brigade (MFB), and you are working a morning shift, please don’t knock or ring the door bell. You should call the Duty Manager on 1300 551 624 to say that you need to be let into the branch.

Ambulance Victoria staff working with university students should feed back any additional information other than what this booklet collects to their Team Manager or Duty Manager in the first instance. They will then review the feedback and pass it to the Manager Clinical Education via the email QES.ClinicalEducationDepartment@ambulance.vic.gov.au.

For critical incidents: Contact AV Peer support on 1800 MANERS.

Please contact Ken Whittle (k.whittle@ballarat.edu.au) directly for any issues you have around clinical placement. You are bound by the placement agreement which refers to confidentiality, behaviour and ethics whilst on clinical placement.

Please be aware that you are expected to attend a variety of clinical placement locations. It is also your responsibility to ensure that you have completed the required 6 shifts (60hrs) per semester.

If you are unable to attend placement due to illness please phone the Duty Manager - (Metro Regions) Ph. 1300 551 624 (Rural Regions) Ph. 5338 5323 and advice that you will not be attending. Please also email Ken Whittle to advise of any absence from placement shift.

For illness or absence from placement: please contact AV as outlined above. In addition, please also contact Sharyn Clark (Placement Administration Officer) on (03) 5336 5416 or Sharyn.Clark@acu.edu.au (medical certification will also be required).

For general issues requiring support: Please contact the relevant Clinical LIC, Pip Gent on (03) 9953 3503 for Melbourne students and Helen Webb on (03) 5336 5390 for Ballarat students.

For issues with shift allocations: Contact Sharyn Clark (Placement Administration Officer) on (03) 5336 5416 or Sharyn.Clark@acu.edu.au.

For general enquiries about ACU services or the ACU paramedicine programs see http://www.acu.edu.au/ or contact the National Course Coordinator Georgia Clarkson on 03 9953 3391 or Georgia.Clarkson@acu.edu.au.

For critical incidents: Contact AV Peer support on 1800 MANERS or one of the ACU/AV Peers, Georgia Clarkson (03) 9953 3391 or Kim Reader (03) 5336 5312.

For illness or absence from placement, please contact AV as outlined above. In addition, please also contact the La Trobe University Placement Team on 03 5448 9106 or email bendigo.placements@latrobe.edu.au. The Placement Coordinator will then be contacted by this team. Please also obtain a medical certificate and present this to the University Placement Team as soon as possible.

For safety issues, counselling, major incidents or threats: Please contact the Safety Operations Centre on 1800 800 613 (24hr).

For issues with shift allocations: Contact the La Trobe University Placement Team on 03 5448 9106 or email bendigo.placements@latrobe.edu.au.

For general enquiries about La Trobe University services or the LTU paramedicine course see http://latrobe.edu.au/ or phone the Course Coordinator Graham Munro on 03 5444 7697 or email g.munro@latrobe.edu.au.
The following procedure need to be adhered to while on placement:

1. The placement coordinator will send all rosters to your Monash university email account. You will need to check this on a regular basis for amendments and changes.
2. Please notify the clinical placement officer of any problems with your roster on 9904 4257 or on mobile phone 0419 874 281 and leave a message if my phone is unattended.
3. If sick notify:
   - Metropolitan AV Duty Manager (DM) on 1300 551 624
   - Unit Manager of the appropriate ward
   - Lawrence Hudson on 9904 4257 or mobile phone 0419 874 281
4. Ambulance branch listings can be found on the VLE (Moodle) site of your unit.
5. You must work the complete shift up until 2am. If unable to complete the allocated shift, you must contact the clinical placement coordinator.
6. Stay within the appropriate area unless organised with the staff to do otherwise.
7. Notify staff, including the person in charge of the ward, of your movements so that they are aware of where to find you.
8. Be aware that you are ambassadors for future Monash students and that your actions may affect future placements.

For illness or absence from placement:
Please contact AV Duty Manager as outlined above. In addition, please also contact the VU Paramedic Clinical Placement Team on 03 9919 2525, or 03 9919 2418.

For clinical placement rostering queries or issues arising during placement:
Please contact the VU Paramedic Clinical Placement Coordinator on 03 9919 2525, or 03 9919 2419.

For general enquiries relating to Victoria University services or the Paramedic courses:
Please refer to: http://www.vu.edu.au/
Alternatively, contact the Paramedic Course Coordinator on 03 9919 2944, or the Clinical Learning Environment (CLE) Coordinator on 03 9919 2490.
Section 3 – Student Feedback

This section of the Clinical Placement Booklet provides an opportunity for supervisors and students to reflect on performance during the clinical placement shift. It includes 20 sets of an Interpersonal Skills Profile (adapted from the University of West England model) and a Comments Form where supervisors and students can record important insights and observations for future reflection and learning.

The skills profile links very well to Ambulance Victoria's Behavioural Capability Framework (2012) and articulates the types of behaviours that AV is looking for in its employees.

The information collected is the property of the university and student.

These reports should be completed for each shift. Additional pages can be copied if you find that there are insufficient copies in the booklet.

There is some literature available to guide students and paramedics on the process of clinical reflection. At this time, the best source of these resources is the Journal of Paramedic Practice.
Shift Feedback Report

Part A – Shift Information (student to complete before handing booklet to shift supervisor)

<table>
<thead>
<tr>
<th>Date:</th>
<th>Shift:</th>
<th>Branch:</th>
<th>Student Experience:</th>
<th>Student Capability:</th>
</tr>
</thead>
</table>

Part B – Interpersonal Skills Profile (supervisor to complete)

Please select FIVE comments from the list which most nearly describe the performance of the student

01. Unsafe to practice
02. Behaves in an unprofessional manner
03. Displays a negative attitude
04. Blames circumstances for difficulties encountered
05. Appears to lack motivation
06. Does not define learning needs
07. Lacks self-awareness and the effect of behaviour on others
08. Needs to take responsibility appropriate for this level
09. Lack of confidence at this level
10. Needs more experience at this level
11. Reacts adversely to constructive criticism
12. Slow to settle
13. Lacks maturity
14. Needs to be more assertive
15. Could have made more use of available resources
16. Has not achieved full potential
17. Willing to try
18. Has developed in confidence
19. Skills will develop with practice
20. Assimilates new information

Complete one line for each incident attended during the shift.

<table>
<thead>
<tr>
<th>No</th>
<th>Incident Type</th>
<th>Role</th>
<th>Key Skills Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>eg Asthma</td>
<td></td>
<td>Auscultation, Salbutamol neb</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write the numbers of the comments which you have selected in the circles below

Circle 1  Circle 2  Circle 3  Circle 4  Circle 5

Key for Role:
L – Lead person with patient
A – Assist person with patient
O – Observer
## Part C – Performance Comments (supervisor to complete)

<table>
<thead>
<tr>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shift Supervisor / Cl Name:</th>
<th>Shift Supervisor / Cl Signature:</th>
<th>Shift Supervisor / CI Contact Phone (optional):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Part D – Reflection (student to complete)

<table>
<thead>
<tr>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shift Feedback:</th>
</tr>
</thead>
<tbody>
<tr>
<td>As the student, how did you find the supervision and mentoring provided?</td>
</tr>
<tr>
<td>☐ 1 – Poor experience for me</td>
</tr>
<tr>
<td>☐ 2 – Ok but could have been more supportive</td>
</tr>
<tr>
<td>☐ 3 – Mostly supportive and helpful</td>
</tr>
<tr>
<td>☐ 4 – Excellent – great supervisor / mentor!</td>
</tr>
</tbody>
</table>