ECHO12004 *Cardiac Assessment Skills 1*
Term 2 - 2018

Profile information current as at 14/12/2025 12:43 pm

General Information

Overview
Appropriate to the practice of cardiac physiology and echocardiography, this unit provides you with a theoretical foundation and transferable clinical skill set necessary to perform cardiovascular assessment - in particular, cardiac rhythm management. You will interrogate outcomes from a variety of clinical cardiac assessments. Industry-level equipment, unique to a stimulation centre in Sydney, Australia, will be used to teach practical skills. Attendance at practical activities is required.

Details
Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *12*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.25*

Pre-requisites or Co-requisites
Pre-requisites: MEDS12001 Physics of Ultrasound ANDECHO12006 Cardiac ScienceANDECHO11002 Cardiac Structure and Function
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2018

- Perth
- Sydney

Attendance Requirements
All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website
This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 12-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **In-class Test(s)**
Weighting: 30%
2. **Group Work**
Weighting: 30%
3. **Practical Assessment**
Weighting: Pass/Fail
4. **Examination**
Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student Evaluation

Feedback

Assessment organisation- multiple similar assessments types with weekly summative quizzes throughout the term.

Recommendation

Reduction in number of assessment items due to student impact by removing similar assessment types to eliminate duplication and multiple due dates. Assessment information to be available at the commencement of term, with extensive resources to support them (ie assessment video, samples, ARC tools, live tutorials).

Feedback from Student Evaluation

Feedback

Moodle Layout-overly complicated with students having difficulty accessing pertinent information.

Recommendation

Moodle to incorporate the weekly content layout with all areas populated prior to the commencement of term. A separate assessment tab to be created, with links to assessment tools. Comprehensive information to be provided regarding lab commitments/requirements, with skills videos to be expanded. Areas of focus to be clearly identified (Echocardiography, Practical scanning, EP/CRM) to asssist students make linkages to the various clinical environments.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain the concepts underpinning cardiac assessment procedures associated with cardiac rhythm management
2. Perform baseline measurements, capture threshold and sense tests for a range of cardiac rhythm management devices, including consideration of quality assurance
3. Interrogate the diagnostics, and stored electrogram episodes, of a cardiac device including consideration of quality assurance.
4. Demonstrate professional collaboration with your peers

Linked to International Standards:
Unit developed in collaboration with International Board of Heart Rhythm Examiners certified staff.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level • Introductory Level • Intermediate Level • Graduate Level ◦ Professional Level ◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Group Work - 30%	•			•
2 - Practical Assessment - 0%		•	•	
3 - In-class Test(s) - 30%	•		•	

Assessment Tasks	Learning Outcomes			
	1	2	3	4
4 - Examination - 40%	•		•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work	•			•
6 - Information Technology Competence	•	•	•	
7 - Cross Cultural Competence		•		•
8 - Ethical practice	•	•		•
9 - Social Innovation				•
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Group Work - 30%	•	•	•	•	•	•	•	•	•	
2 - Practical Assessment - 0%	•	•	•	•		•	•	•		
3 - In-class Test(s) - 30%	•	•	•	•		•		•		
4 - Examination - 40%	•	•	•	•		•		•		

Textbooks and Resources

Textbooks

ECHO12004

Prescribed

The Nuts and Bolts of Cardiac Resynchronization Therapy
Edition: April 2007 (2007)
Authors: Tom Kenny
Wiley-Blackwell
UK
ISBN: 978-1-4051-5372-0
Binding: Paperback
ECHO12004

Prescribed

The Nuts and Bolts of ICD Therapy
Edition: 2009 (2009)
Authors: Tom Kenny
Wiley
UK
ISBN: 978-1-4051-8404-5
Binding: Paperback
ECHO12004

Prescribed

The Nuts and Bolts of Implantable Device Therapy: Pacemakers
Edition: 19 November 2014 (19 November 2014)
Authors: Tom Kenny
Wiley
UK
ISBN: 978-1-118-67067-5
Binding: Paperback
ECHO12004

Prescribed

The Nuts and Bolts of Paced ECG Interpretation
Edition: May 2009 (May 2009)
Authors: Tom Kenny
Wiley-Blackwell
UK
ISBN: 978-1-4051-8404-5
Binding: Paperback

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: Vancouver
For further information, see the Assessment Tasks.

Teaching Contacts

Paula Boucaut Unit Coordinator
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Aidan Rickwood Unit Coordinator
a.rickwood@cqu.edu.au

Schedule

Week 1 - Pacemaker Indications - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Pacemaker Indications	The Nuts and Bolts of implantable device therapy: Pacemakers. Chapters 10 and 11.	Tutorial Aidan Rickwood. Zoom ID and time available on Moodle site.

Week 2 - NBG Code - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
NBG Code	The Nuts and Bolts of implantable device therapy: Pacemakers. Chapters 13 The Nuts and Bolts of Paced ECG Interpretation. Chapters 4	Tutorial: 2 - 3pm AEST. Abbott Representative. Zoom ID available on Moodle site.

Week 3 - Electrical Concepts - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Electrical concepts of pacing	The Nuts and Bolts of implantable device therapy: Pacemakers. Chapters 2 and 8	Tutorial Aidan Rickwood. Zoom ID and time available on Moodle site.

Week 4 - Single Chamber Pacing - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Single chamber pacing	The Nuts and Bolts of implantable device therapy: Pacemakers. Chapter 14.	Tutorial: 2 - 3pm AEST. Abbott Representative. Zoom ID available on Moodle site.

Week 5 - Intensive Workshop Abbott (Sydney) - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Intensive Workshop - Abbott (Sydney)	Please review documentation provided on unit Moodle site prior to attendance at Abbott.	In-class test Due: Week 5 Friday 10th August 2018

Break Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - Dual Chamber Pacing and Timing Cycles - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Dual chamber pacing and timing cycles	The Nuts and Bolts of implantable device therapy: Pacemakers. Chapters 15 The Nuts and Bolts of Paced ECG Interpretation. Chapters 1	Tutorial: 2 - 3pm AEST. Abbott Representative. Zoom ID available on Moodle site.

Week 7 Dual Chamber Timing Cycles continued, and Tachy Basics - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Dual chamber timing cycles continued and Tachy Basics	The Nuts and Bolts of implantable device therapy: Pacemakers Chapter 2 The Nuts and Bolts of Paced ECG Interpretation Chapter 2	Tutorial Aidan Rickwood. Zoom ID and time available on Moodle site.

Week 8 - Intensive Workshop - Abbott (Sydney) - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Intensive Workshop - Abbott (Sydney)	Please review documentation provided on unit Moodle site prior to attendance at Abbott.	In-class Test Due: Week 8 Friday 7th September 2018

Week 9 - ICD Indications, Sensing and Detection - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
ICD indications, Sensing and Detection	The Nuts and Bolts of ICD therapy Chapters 4, 6, and 7	Tutorial: 2 - 3pm AEST. Abbott Representative. Zoom ID available on Moodle site.

Week 10 - Intensive Workshop - Abbott (Sydney) - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Intensive Workshop - Abbott (Sydney)	Please review documentation provided on unit Moodle site prior to attendance at Abbott.	**Group Poster and Oral presentation** Due: Week 10 Wednesday (19 Sept 2018) 5:00 pm AEST **Practical Assessment CRM device setup and interrogation** Due: Week 10 Thursday (20 Sept 2018) 5:00 pm AEST

Week 11 - Arrhythmia Therapy, Brady Therapy in ICD's and CRT - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Arrhythmia therapy, Brady therapy in ICDs and CRT	The Nuts and Bolts of ICD therapy. Chapters 8 and 10. The Nuts and Bolts of Cardiac Resychronization therapy. Chapters 9 and 10	Tutorial Aidan Rickwood. Zoom ID and time available on Moodle site.

Week 12 - Revision - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Tutorial: 2 - 3pm AEST. Abbott Representative. Zoom ID available on Moodle site.

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

The unit coordinator for ECHO12004 is Aidan Rickwood. In the first instance, students are requested to utilise the Moodle Q&A forum for content related questions. As there are multiple content experts teaching into this unit, this enables the most appropriate staff member to respond to your forum post. If the query is of a personal nature, please email a.rickwood@cqu.edu.au, or phone Aidan directly on (08) 9260 4034. Please note: Aidan is based at the Perth Campus. There is a 2hr time difference between local Perth time and AEST.
Weekly tutorials will be held during the term. Specific times and zoom meeting IDs will be posted on the Moodle site. To give yourself the best chance of success with the unit, please ensure that you undertake all the additional readings and activities that are provided to you.

Attendance at the 3 separate intensive workshops, held at the Sydney Abbott Facility, are a compulsory requirement for this unit.

The venue location is:
Abbott Facility
17 Orion Road
Lane Cove Sydney

Attendance will be required by all enrolled students between the hours of **10am – 4pm** each day of the intensive workshops.

The intensive workshops will be held over 3 separate weeks during term 2 delivery in 2018, as outlined below:
Week 5 Tuesday to Friday the 7th to the 10th of August
Week 8 Tuesday to Friday the 4th to the 7th of September
Week 10 Tuesday to Friday the 18th to 21st of September

Whilst there is a small café located within a 4-5-minute walk of the venue, for ease, students are encouraged to self-cater during workshop attendance.
Enrolment and participation in ECHO12004 is only permitted upon successful completion of requisite units as listed in the university handbook. Please bear this in mind when booking any early travel arrangements. Consideration should be given to cancellation options. All associated travel costs are the responsibility of the student.
Whilst at this stage unlikely, there is a slight possibility that Abbott will be relocating into a new premise for the final week of workshops. However, if this does occur, the new address is only 10 minutes away from the venue above (at Macquarie Park).
Students are required to adhere to the Course Dress Code and CQUniversity Code of Conduct when attending the Abbott residential school.

Assessment Tasks

1 Intensive Workshops (Abbott) In-Class Test (s)

Assessment Type
In-class Test(s)

Task Description
Each health profession possess a body of knowledge, the fundamentals of which must be learnt and understood. The echocardiographic and cardiac physiology profession has selected concepts relevant to your future scope of practice. These concepts will be built upon in your future clinical capacity.
You will be asked to complete two separate In-class tests. The two in-class test marks are summative and will contribute toward 30% of the final unit grade. Each in-class test will be worth 25 marks.

- The tests will review the your knowledge of cardiac device concepts taught in lectures, tutorial delivery and practised during the residential school.
- Questions may be composed of multiple components, multiple choice, short answer, image interpretation style format.
- You may also be asked to interpret electrocardiograms, images and patient data.
- Question examples will be provided during the tutorial and residential school sessions to help you prepare for this assessment task.

- You may benefit from having a calculator available when sitting the test

In-class test One will be conducted at the Abbott intensive workshop during week 5 on Friday the 10th August.
In-class test Two will be conducted at the Abbott intensive workshop during week 8 on Friday the 7th September.
The maximum time allowed for each in-class test to be completed is **50** minutes. (2 minutes per mark)
As per the Assessment Procedures all In-class tests must be written at the scheduled time. There is no ability to apply a late penalty. In the absence of an approved assessment extension, if you do not write a test at the scheduled time, your mark on that test will be zero. This assessment is to be undertaken as an individual. As with all other university examination, colluding with other students on non-group work tasks is considered academic misconduct, and may lead to action being taken the Deputy Dean of Learning and Teaching.

Assessment Due Date

Return Date to Students

Results will be made available after tests have been marked and moderated.

Weighting
30%

Assessment Criteria
Each in-class test is worth a total of 25 marks.
Responses will be assessed according to:

- accuracy and relevance of response, and competence in addressing all elements of the question
- use of appropriate terminology and descriptors as well as grammar and spelling
- the student's ability to appropriately interpret electrocardiogram/images/patient data and then to succinctly compose an appropriate response based on their learning from the unit

Referencing Style

- Vancouver

Submission
Offline

Learning Outcomes Assessed

- Explain the concepts underpinning cardiac assessment procedures associated with cardiac rhythm management
- Interrogate the diagnostics, and stored electrogram episodes, of a cardiac device including consideration of quality assurance.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

2 Group Poster and Oral presentation

Assessment Type
Group Work

Task Description
Employer feedback rates the ability to work in a team as a desirable employee attribute. This is particularly notable in the health professions which work predominantly in teams to promote good practice and reduce medical errors. In this task you will work in a group to achieve this assessment task outcome. The unit coordinator will assign students to a group for this assessment task, and each group will be allocated a case study for evaluation. In groups, you will be required to create a poster and a 10-minute presentation articulating your findings. This task is designed to give you experience in preparing for an in-house or conference presentation to fellow colleagues in your future career.
This assessment requires you to construct links between pathophysiology, clinical symptoms, diagnosis and treatment. Your target audience is your fellow ECHO12004 students. Your objective is to teach student peers about your assigned pathology and patient case. All group members must be involved in both the preparation of the poster and oral presentation.

There are three components to this assessment:

- Part A: Patient Care Flow Analysis Poster
- Part B: Oral Poster Presentation
- Part C: SPA tool

Part A: 'Patient Care Flow Analysis' Poster. (10% of unit total)
The 'Patient Care Flow Analysis Poster' should summarise:

- the patient medical history (symptoms and known anatomical/patho-physiological abnormalities)
- speculated plausible differential diagnoses to explain current presentation
- the pathway of specialised cardiac assessment that would be required to substantiate the most plausible diagnosis (including examples of anticipated assessment outcomes)
- common management strategies, possible interventions, and prognosis relevant to the group allocated case study

The 'Patient Care Flow Analysis' poster should:

- be self explanatory
- contain appropriate key information, diagrams, cardiac images and referencing as required
- be able to be easily viewed at a distance of one meter or more
- contain lettering that is as large as possible and preferably in bold type
- contain captions and tables that are clear and succinct
- be presented in portrait orientation
- not use abbreviations or acronyms without initial explanation in the text
- allow the movement pathway of the eye over the poster to be natural (down columns and along rows)
- use arrows, hands, numbers and/or symbols to clarify poster viewing sequence
- use Vancouver in-text, image and diagram referencing style
- not be overloaded with written content or visual graphics, simplistic styling is recommended

Students will be required to print one poster per group submission in either A1 or A0 paper sizing, and to upload a digital copy of the same poster via the Moodle site assessment tab. The printed poster will be retained by the University and may be displayed for peer review.

Part B: Oral Poster Presentation. (15% of the unit total)
The 'Oral Poster Presentation' discussing the poster content:

- must be no longer than 10 minutes duration
- should not add new material but simply present a summation of the group findings
- will be video recorded for marking moderation purposes

Part C: Self and Peer Assessment (SPA) tool. (5% of unit total)
The SPA is a tool that utilises the ten responses gathered from your teammates to quantify the value they have placed on your contribution to the group work. All students will be required to individually complete a SPA tool on two separate occasions. Students will be emailed a SPA Tool access link via email. SPA submission details are confidential and are not made available to other members of the group. An individual mark is allocated to each student based on their team work contribution.

This task carries a 30% weighting toward the final unit grade.

The case study scenario options are listed below:
Case One:
A 65-year-old man presented to his GP with symptoms of increasing breathlessness, tiredness, and a chesty cough. The patient volunteered that his symptoms had been slowly worsening over recent months and were now limiting his activity. Clinical examination revealed pedal oedema, elevated heart rate and blood pressure. The patient denied having episodes of chest pain.
Other relevant medical history includes pacemaker implantation at 40 years of age for complete heart block, medication-controlled diabetes, and known multivessel coronary artery disease (but no history of infarction).
Electrocardiograph demonstrated right ventricular apical pacing morphology.
Identify possible diagnoses based on clinical presentation and medical history. Select a plausible diagnosis, identify further cardiac investigations and illustrative findings that would be required to substantiate diagnosis. Discuss patient management strategy, possible interventions, and prognosis.

Case Two:
A 37-year-old woman with known HOCM attended her annual cardiology appointment. Upon questioning, the patient volunteered that she was experiencing increasing shortness of breath and bouts of light-headedness with exertion. The patient has been asymptomatic until recent months.

Other relevant medical history includes ICD implantation, prescribed medications at highest tolerable or recommended dosages (beta-blocker, calcium channel blocker and Amiodarone), known aversion to surgical interventions.
Identify possible diagnoses based on clinical presentation and medical history. Select a plausible diagnosis, identify further cardiac investigations and illustrative findings that would be required to substantiate diagnosis. Discuss patient management strategy, possible interventions, and prognosis.

Case Three:
A 28-year-old woman was brought by ambulance to the emergency department after she collapsed whilst jogging. The ambulance documented ventricular tachycardia with left bundle branch appearance on her electrocardiograph at the time of presentation. The patient had regained consciousness and the arrhythmia had resolved by the time the ambulance arrived at the hospital. The patient described a history of occasional palpitations.
Other relevant medical history includes the death of her father suddenly at the age of 45 years, from an undiagnosed cardiac complaint. A repeat 12 lead ECG at the hospital demonstrated T wave inversions in V1-V3 with associated prolonged S-wave upstroke.
Identify possible diagnoses based on clinical presentation and medical history. Select a plausible diagnosis, identify further cardiac investigations and illustrative findings that would be required to substantiate diagnosis. Discuss patient management strategy, possible interventions, and prognosis.

Assessment Due Date
Week 10 Wednesday (19 Sept 2018) 5:00 pm AEST

The poster and oral presentation will be conducted during the Abbott Intensive Workshop held during week 10. The presentation will be video recorded for moderation purposes.

Return Date to Students
Week 12 Wednesday (3 Oct 2018)

Results will be released once moderation has occurred.

Weighting
30%

Assessment Criteria
Completion Advice:
Group work is defined as working together in a team and not simply working next to each other. I strongly advise that all group members collaborate into all aspects of this task.
All team members will receive the same mark for Part A & B together.
It is expected that you will share the work of this assessment task equally between group members so that an even spread of input between group members is achieved.

Part A (10% of unit total) 'Patient Care Flow Analysis Poster:
The 'Patient Care Flow Analysis' poster should:

- be self explanatory
- demonstrate research from relevant literature sources, with collation of relevant key points in logical format
- be free from grammatical and formatting errors
- include appropriate key information, diagrams, cardiac images
- demonstrate creativity
- use Vancouver referencing style in-text , and for images and diagrams displayed

Referencing: There is a link on the unit Moodle site for referencing assistance. CQUni takes the use of plagiarism very seriously, so please refer to the published guidelines on the Academic Misconduct Procedure IMPORTAL.

Part B (15% of unit total) Oral Poster Presentation:
The group presentation should:

- not add new material but simply present a summation of the group findings
- include an introduction with a clear purpose
- demonstrate a seamless transition between speakers, and have a presentation format that is smooth and well rehearsed
- include a detailed discussion and concise summary/conclusion
- be 10 minutes in duration

Speakers should:

- demonstrate confidence through voice and body language

- be clearly audible
- use technical terms appropriate to audience

A detailed marking rubric for assessment task Part A and B can be found on the Moodle site. Students are advised to familiarise themselves with this document.

Part C: Self and Peer Assessment (SPA) tool. (5% of unit total)
SPA ONE will be open for completion during week 7. (Closing Friday 31st August at 4pm AEST)
SPA TWO will be open for completion during week 9. (Closing Friday 14th September 4pm AEST)

Referencing Style

- Vancouver

Submission
Offline Online

Submission Instructions
A digital copy of the group poster is to be submitted online through moodle assessment tab by Wednesday Week 10 at 5pm AEST. One submission per group is permissable.

Learning Outcomes Assessed

- Explain the concepts underpinning cardiac assessment procedures associated with cardiac rhythm management
- Demonstrate professional collaboration with your peers

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

3 Practical Assessment CRM device setup and interrogation

Assessment Type
Practical Assessment

Task Description
This task will assess the student's ability to practically perform a routine 'CRM device set up and check' at an advanced beginner level, along with appropriate interpretation of associated diagnostics and electrograms.

This is a PASS/FAIL assessment piece. The assessment task is broken into two parts, a ‘professional (pre and post-test requirements)' and a ‘technical’ component.

Professional (pre-test and post-test) requirements component

- Apply patient care techniques and effective communication to obtain relevant patient history, informed consent, and to direct 'patients' accordingly.
- Apply professionalism in dealing with equipment and the testing setting.

Technical (testing) component

- performance of all baseline measurements, capture threshold tests and sense tests of a pacemaker, internal defibrillator or cardiac resynchronization therapy device
- interpretation of diagnostics in a pacemaker, internal defibrillator or cardiac resynchronization therapy device
- interpretation of stored electrogram episodes in a pacemaker, internal defibrillator or Cardiac Resynchronisation Therapy device

You have 60 minutes to complete both parts of this practical.

To achieve an overall pass, each assessment component must be passed individually.

- An ‘Assessment of Readiness for Clinical’ (ARC) tool will be used to mark each component.

- The ARC tool can be found on the unit Moodle site. Students are encouraged to review this document.
- The components are graded separately so that if one component is passed and the other is not, only the failed component must be repeated.
- All the BOLDED items in the assessment ARC must be completed to receive full marks to pass the professional assessment.
- If the student has failed only the professional component, the full assessment will be repeated, but the student will only be marked on the professional component.
- All assessments will be moderated. Both the technical and professional components of the test will be video recorded for moderation purposes.
- There will be only **ONE (1)** opportunity to re-site either the technical and/or professional components of this assessment component. (Friday 21st September, Week 10 intensive workshop)
- Re-sit results will be released within 10 working days to ensure thorough and accurate moderation.

As per Assessment of Coursework Procedures (Section 3 Assessment Extensions), item 3.2.5, 'these testing tests are considered professional assessment tasks and have an absolute submission date. Accordingly, these assessments must be completed by/on the specified date. In the absence of an approved extension, there will be no opportunity to complete the task after this date, and there will be no opportunity to apply a late penalty'.
Students who fail a pass/fail component of a graded unit will be deemed to have failed that unit.

Assessment Due Date
Week 10 Thursday (20 Sept 2018) 5:00 pm AEST

Practical assessment will take place during week 10 Abbott Intensive Workshop.

Return Date to Students

Results will be made available after moderation has been completed but within a timely fashion to allow students time to prepare for the re-site on Friday 21st September.

Weighting
Pass/Fail

Minimum mark or grade
65% Advanced Beginner level competency

Assessment Criteria
The CRM tutor will observe the student's performance of the full testing procedure - including professional and technical components.
The student will have **60 minutes** to perform both the professional and technical aspects of this assessment.

The **'Assessment of Readiness for Clinical' (ARC) tool** - found on the unit Moodle site, will be used by the tutor to critique student performance.

The 'professional' component of the ARC tool will critique:

- communication
- professional behaviour
- patient care
- infection control
- ergonomics

The 'technical' component of the ARC tool will critique:

- device optimisation (for baseline measurements)
- demonstration of knowledge regarding basic device parameters
- testing technique (including device capture and sense tests)
- adherence to test protocols
- interpretation of device diagnostics
- interpretation of stored device electrograms

Referencing Style

- Vancouver

Submission
Offline

Learning Outcomes Assessed

- Perform baseline measurements, capture threshold and sense tests for a range of cardiac rhythm management devices, including consideration of quality assurance
- Interrogate the diagnostics, and stored electrogram episodes, of a cardiac device including consideration of quality assurance.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Examination

Outline
Complete an invigilated examination.

Date
During the examination period at a CQUniversity examination centre.

Weighting
40%

Length
180 minutes

Minimum mark or grade
50%

Exam Conditions
Closed Book.

Materials
Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).
Calculator - non-programmable, no text retrieval, silent only

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem