



# PMSC11001 *Foundations of Paramedic Science*

## Term 1 - 2017

Profile information current as at 03/05/2024 07:09 am

All details in this unit profile for PMSC11001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit provides you with an introduction to Ambulance Services and Systems within Australia and Internationally. Through learning and exploring various aspects of professionalism, teamwork and the impacts of Emergency Service careers, you will begin to develop strategies to enhance personal safety, emotional wellbeing and longevity in the Paramedic field whilst ensuring patient management priorities are met. There will be an introduction to Indigenous health and culture as well as the legal and ethical frameworks of Paramedicine to provide you with a solid foundation for future clinical practice. \*PLEASE NOTE\* YOU MUST HAVE A CURRENT CERTIFIED FIRST AID CERTIFICATE (with current CPR) IN ORDER TO PROGRESS TO THE NEXT UNIT - PMSC11002 Foundations of Paramedic Clinical Practice.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

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 1 - 2017

- Cairns
- Distance
- Rockhampton
- Townsville

### 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 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 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. **Written Assessment**

Weighting: 40%

#### 2. **Written Assessment**

Weighting: 60%

### 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 Feedback

##### **Feedback**

More support for distance students is needed, since there is no face to face contact for this course without a residential school. More regular blackboard collaborate sessions would be useful.

##### **Recommendation**

Effort to engage distance students through forums, blackboard collaborate and other online technology will continue, and students will be encouraged to attend these sessions. More regular blackboard collaborate sessions to be planned.

##### **Action**

Regularly nudged students throughout the term asking them how they are going and if there was anything I could do to help them. I conducted zoom sessions for both assessment items so the distance students could ask any questions they needed. I posted regularly on forums and all lecturers answered forum posts as soon as possible.

#### Feedback from Student feedback

##### **Feedback**

Guest speakers were very beneficial

##### **Recommendation**

Continue with guest lecturers

##### **Action**

We continued to use several guest speakers throughout the term to come and present lectures on specific areas to the students

#### Feedback from Student feedback

##### **Feedback**

Some confusion over the wording of assessment tasks, including the need for assumptions

##### **Recommendation**

Review assessment tasks and improve wording to decrease confusion.

##### **Action**

Unfortunately the assessment pieces were set before I took over. However, I conducted a zoom session for both assessment pieces to try and clarify any confusion and with assessment 2 I provided a check list for students that they could use to make sure they covered everything they needed. I also provided an example of how the assessment item should be set out.

#### Feedback from Student feedback

##### **Feedback**

Interviews between experienced officers and lecturers was beneficial

##### **Recommendation**

Continue with interviews

##### **Action**

We had several Officers have interviews. However I do feel that the recorded interviews are out dated and need to be redone to make them current and more relevant to the students

## Unit Learning Outcomes

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

1. Analyse the differences between Ambulance Services within Australia and Internationally.
2. Discuss the potential health impacts of emergency work on Paramedics.
3. Explain the legal and ethical obligations of Paramedic practice.
4. Show consideration for Indigenous health and cultural impacts on Paramedic practice.

The new learning outcomes align with the Council of Ambulance Authorities accreditation standards of:

3.1.4 Collaboration with the ambulance sector.

3.1.5 Collaboration with the profession.

3.1.6 Interaction with other sectors.

The new learning outcomes also aligns with the CAA Paramedic Professional Competency Standards:

- professional expectations of a paramedic.
- makes informed and reasonable decisions.
- demonstrates professional autonomy and accountability.
- develops and maintains professional relationships.
- demonstrates the knowledge, understanding and skills required for practice.
- operates within a safe practice environment.
- identifies and assesses health and social needs in the context of the environment.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>1 - Written Assessment - 40%</b>	•	•		
<b>2 - Written Assessment - 60%</b>		•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
<b>1 - Communication</b>		•	•	
<b>2 - Problem Solving</b>	•	•	•	•
<b>3 - Critical Thinking</b>	•	•	•	•
<b>4 - Information Literacy</b>	•		•	•
<b>5 - Team Work</b>		•		
<b>6 - Information Technology Competence</b>	•	•		

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Written Assessment - 40%	•	•	•	•	•	•				
2 - Written Assessment - 60%	•	•	•	•	•	•	•	•		

## Textbooks and Resources

### Textbooks

PMSC11001

#### Prescribed

**Applied Paramedic Law and Ethics Australia and New Zealand**  
(2013)

Authors: Ruth Townsend and Morgan Luck

Elsevier

Chatswood , NSW , Australia

ISBN: 978-0-7295-4134-3

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)
- Headset with working microphone

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Joelene Gott** Unit Coordinator  
[j.gott@cqu.edu.au](mailto:j.gott@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to Higher Education	Moodle Readings	On-campus recorded lecture

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
History of the QAS & Other Australian Ambulance Services	Moodle Readings	On-campus recorded lecture and pre-recorded lecture

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Rural & Remote Paramedic Practice	Moodle Readings	Pre-recorded lecture

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Paramedic Registration & International EMS	Moodle Readings	On-campus recorded lecture and pre-recorded lecture

### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Looking After Yourself	Moodle Readings	On-campus recorded lecture

### Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week.	Vacation Week.	Free study time

### Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Health Impacts: Part 1	Applied Paramedic Law & Ethics: Chapter 2 Moodle Readings	On-campus recorded lecture

### Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Health Impacts: Part 2	Applied Paramedic Law & Ethics: Chapters 11 & 12 Moodle Readings	On-campus recorded lecture and pre-recorded lecture

### Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Legal & Ethical: Part 1	Applied Paramedic Law & Ethics: Chapters 7, 10, & 12	Pre-recorded lecture

### Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Legal & Ethical: Part 2	Applied Paramedic Law & Ethics Chapter 6 & 8	Pre-recorded lecture

### Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Indigenous Healthcare & Cultural Sensitivity: Part 1

Moodle Readings

On-campus recorded lecture

### Week 11 - 22 May 2017

Module/Topic

Chapter

Events and Submissions/Topic

Indigenous Healthcare & Cultural Sensitivity: Part 2

Moodle Readings

On-campus recorded lecture

### Week 12 - 29 May 2017

Module/Topic

Chapter

Events and Submissions/Topic

Study Week

Assignment preparation time

### Review/Exam Week - 05 Jun 2017

Module/Topic

Chapter

Events and Submissions/Topic

### Exam Week - 12 Jun 2017

Module/Topic

Chapter

Events and Submissions/Topic

## Assessment Tasks

### 1 Written Assessment

#### Assessment Type

Written Assessment

#### Task Description

Minimum font 11dpi for assessment one.

**You are required to complete both Task One AND Task Two to complete this assessment.**

**TASK ONE** - You are about to graduate from the Bachelor of Paramedic Science. It is now time for you to decide where to apply for a graduate position - is it Queensland, interstate or overseas? The only way to make an informed decision is to research different ambulance services.

Pick one ambulance service either from a State in Australia or an international service and compare it to the Queensland Ambulance Service, using the information provided below. You are required to submit a one to two page document summarising and comparing the differences between the services in the areas listed below. This needs to be presented in a table format, and must include information on each ambulance service AND a comparison between the two services. You must include the following information:

- Clinical structure of each service, including all clinical levels from volunteer first responder through to the highest level clinician within each service. Please note that some international services may have emergency specialist doctors responding as well as paramedics.
- Mandatory requirements to apply for graduate employment, for example manual drivers licence.
- Any assessments required by the service during the employment application process, for example psychometric assessment.
- Any induction training and graduate internships that will be undertaken upon employment in the ambulance service.
- Any national registration requirements of each service.

Please make sure your information is current.

The information is to be submitted in your own words - cut and paste from organisational websites is not acceptable.

This must be a comparison between the services' requirements and not just a list of what is required by each service.

**TASK TWO** - Being a paramedic can take its toll on your health and wellbeing if you do not acknowledge and address the risks. Fortunately you can help yourself by planning ahead and understanding how best to manage some of the issues you may face. Now that you have compared the QAS with your other service of choice it is time to plan how you will manage your life as an out-of-hospital provider.

**You need to discuss all of the following topics** found below. **Each topic must be 150 words** (10% either way accepted) and **each topic MUST include at least 1 piece of research** to solidify your discussion. **Wikipedia is not accepted as evidence.** Referencing must be APA style.

Here are the topics:

- How will you maintain physical fitness?
- How will you manage sleep as a shift worker?
- How will you take care of your eating habits and diet?
- How will you ensure you have a work-life balance?
- How will you manage your stress levels?

You are required to include in your submission a reference list formatted in the APA style. It is recommended that you do your reference list manually using the APA guide from CQU Library and do not use Endnote or similar programs as these lead to frequent errors for inexperienced users.

**Students are reminded to attain a passing grade in this unit you are required to attain a mark of at least 50% for each assessment item.**

## Assessment Due Date

Due date in week 6: Friday the 21st of April 2017 at 23:55 Qld time.

## Return Date to Students

Two weeks post due date.

## Weighting

40%

## Minimum mark or grade

50%

## Assessment Criteria

	Marks	HD	D	C	P	F
<b>TASK ONE PART 1</b> An organised submission covering all aspects of the chosen Ambulance service and Queensland Ambulance Service including: • Clinical structure of each service (all levels of paramedics that treat patients in each service) • Additional graduate training or internships that will be undertaken once employed following graduation from university • Registration requirements of each service • Mandatory requirements for application eg. Driver's License, Visa requirements, Health requirements, etc • Assessments that need to be undertaken to gain employment	/15	Submission covers all identified areas with no errors.	Submission covers all identified areas with 1-2 errors or omissions.	Submission covers all identified areas with 3-4 errors or omissions.	Submission covers all identified areas with 4-5 errors or omissions.	Submission does not cover identified areas or has more than 5 errors or omissions.
<b>TASK ONE PART 2</b> An in depth comparison between the two services is provided.	/10	Submission includes a complete comparison between ambulance services in all identified areas.	Submission includes a complete comparison between ambulance services in 4 identified areas or has an incomplete comparison in all identified areas.	Submission includes a complete comparison between ambulance services in 3 identified areas or has an incomplete comparison in 4 identified areas.	Submission includes a complete comparison between ambulance services in 1-2 identified areas or has an incomplete comparison in 3 identified areas.	Submission does not include a comparison between ambulance services or has an incomplete comparison in 1-2 identified areas.
<b>TASK TWO</b> An organized submission covering all identified areas of health management: How will you maintain physical fitness? How will you manage sleep as a shift worker? How will you take care of your eating habits and diet? How will you ensure you have a work-life balance? How will you manage your stress levels?	/20	Submission completely covers all identified areas with at least 1 piece of supporting research per topic.	Submission completely covers 4 identified areas with at least 1 piece of supporting research per topic OR submission completely covers all identified areas with missing supporting research.	Submission completely covers 3 identified areas with at least 1 piece of supporting research per topic OR submission incompletely covers 4 identified areas with missing supporting research.	Submission completely covers 1-2 identified areas with at least 1 piece of supporting research per topic OR submission incompletely covers 3 identified areas with missing supporting research.	Submission does not cover identified areas OR completely covers 1-2 identified areas with missing supporting research.
References	/5	All material has been accurately referenced in APA format.		Some referencing has been done correctly, but some errors.		Material unreferenced or inappropriately referenced.
Total	/50					

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Submission Instructions

Written submissions must be in a word document or a PDF and uploaded through the moodle page.

## Learning Outcomes Assessed

- Analyse the differences between Ambulance Services within Australia and Internationally.
- Discuss the potential health impacts of emergency work on Paramedics.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

## 2 Written Assessment

### Assessment Type

Written Assessment



## Task Description

**Word limit: 1500 Words. APA referencing required for this assessment. PDF or word document accepted.**

### Assessment Statement

The role of a paramedic is multi-faceted and highly regulated. At times you will be called to very complex cases that require a solid knowledge of procedural as well as clinical policies and guidelines. This assessment covers a number of areas that require you to research appropriate policy and procedure to ensure accuracy of your submission. For the purpose of this assessment you will use Queensland legislation and policy.

### Assessment Scenario Outline

You work in a rural community with your Officer-In-Charge (OIC). At 2000 hours on a rainy night you are dispatched Code 1 to a vehicle accident approx. 50 kms away from station, nearby a close-knit Aboriginal community. Your OIC is a long-serving officer who has little respect for the rules and regulations that the "brass in Brisbane" has imposed on paramedics.

En-route to the scene your partner drives at 140km/hr and above on a dirt road, saying there is no need to worry about speed limits in the bush – "There is no traffic out here" – and besides the ambulance service is exempt from the road rules. You notice that there is significant water on the road and the rain is getting heavier as you proceed to scene. The speed limit in this area is 100km/hr.

As you arrive on scene your partner parks on the road near the damaged vehicle, leaving the headlights on but dimmed. He also leaves all the emergency lights illuminated. Your partner tells you he knows these people really well and there is no need for any gloves or anything as these people don't have any health problems.

As you approach the scene you find a vehicle (pictured) that has rolled leaving the vehicle with major damage. You see the car on the shoulder of the opposite side of the road, with 2 wheels on the road and 2 wheels on the dirt. You are waved down by a male person who directs you to a 15 year old indigenous female trapped in the badly damaged vehicle. She has obvious fractures to her legs and multiple abrasions. She is very upset and is hesitant to speak to you. The male person states that he was driving the vehicle when he lost control, and that it rolled multiple times, trapping the female in the vehicle. The male person is acting aggressively and smells strongly of alcoholic drinks.

As you are assessing the scene the patients' Grandmother and Aunty arrive on scene. They are very anxious to speak with the female patient, and are upset that you are speaking with the patient on her own. The family members are questioning you whilst you attempt to treat the patient, and demand to be involved in the treatment of the patient and decisions to be made.

### Assessment Requirements

This task has **four** components that **must** be completed.

- What cultural considerations should you to be aware of in this case when assessing the Indigenous patient and interacting with her family?
- The male person on-scene is complaining of abdominal pain but refuses any treatment or transport *against your advice*. He has obvious bruising to his abdomen consistent with a seatbelt injury. Using Queensland Ambulance Service protocols as a guide, discuss what steps you would need to take to ensure that you have met your duty of care and that the patient is giving a valid refusal. What information should you document in your patient care records?
- Referring to the image above, please identify at least 8 workplace health and safety issues present on this scene.
- Regarding the violence risk of the aggressive male patient, discuss how you might eliminate or reduce the risk and what impact that may have on your patient treatment. Your plan should include new equipment/training that is NOT currently available to QAS paramedics. You must provide evidence of at least 3 current sources of research that support your idea.
- What legislations and policies has the OIC breached and what are the possible risks and consequences of these breaches?

**Students are reminded to attain a passing grade in this course you are required to attain a mark of at least 50% for each assessment item.**

### Assessment Due Date

Due date in week 12: Friday the 2nd of June 2017 at 23:55 Qld Time

### Return Date to Students

Two weeks post due date

### **Weighting**

60%

### **Minimum mark or grade**

50% - Students are reminded to attain a passing grade in this course you are required to attain a mark of at least 50% for each assessment item.

### **Assessment Criteria**

#### **Task 1:**

- Identifies relevant government legislation and ambulance service policy.
- Demonstrates knowledge of how policy affects frontline paramedic activities.

#### **Task 2a:**

- Identifies workplace health and safety (WH&S) issues relevant to paramedic practice.

#### **Task 2b:**

- Logical and practical solutions to WH&S issues.
- Research findings appropriately included in discussion and solution.

#### **Task 3:**

- Identifies and applies relevant policies & procedures.
- Uses logical rationale and appropriate procedures in determining validity of refusal of care.
- Correctly applies documentation requirements regarding consent and refusal of care.

#### **Task 4:**

- Identifies relevant cultural considerations and applies to the prehospital context.
- Demonstrates logical rationale and justification of decisions relating to culturally sensitive prehospital care.

### **Referencing:**

- Correctly referenced using the APA system.

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Written submissions must be in a word document or a PDF and uploaded through the moodle page.

### **Learning Outcomes Assessed**

- Discuss the potential health impacts of emergency work on Paramedics.
- Explain the legal and ethical obligations of Paramedic practice.
- Show consideration for Indigenous health and cultural impacts on Paramedic practice.

### **Graduate Attributes**

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

## 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