



# PMSC11002 *Foundations of Paramedic Clinical Practice*

## Term 3 - 2018

Profile information current as at 03/05/2024 10:56 pm

All details in this unit profile for PMSC11002 have been officially approved by CQU University 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 basic paramedic practice skills and knowledge to start to formulate clinical diagnosis and treatment plans for patients. You will learn scene assessment, patient assessment, diagnostic evaluations, history taking and treatment integration in cardiac life support. The unit also reviews the concepts of manual handling as well as infection control and safety in 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

PMSC11001 Foundations of Paramedic Science Must have a current First Aid Certificate (with current CPR) submitted to the School of HMAS Clinical Placement before enrolling in 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 3 - 2018

- Mixed Mode

### 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).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:  
Click here to see your [Residential School Timetable](#).

### 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. **On-campus Activity**

Weighting: 40%

#### 2. **Online Quiz(zes)**

Weighting: 30%

#### 3. **Portfolio**

Weighting: 30%

### 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 Have Your Say

##### Feedback

Students enjoyed the live lectures

##### Recommendation

Continue with live lectures in the next offering.

#### Feedback from Have Your Say

##### Feedback

Students felt more time was needed to complete residential school requirements.

##### Recommendation

Review the current four-day residential school and consider a five-day solution.

## Unit Learning Outcomes

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

1. Demonstrate accurate scene survey, patient assessment and history taking
2. Demonstrate a range of diagnostic tests and basic procedures used in paramedicine
3. Evaluate and manage a patient requiring cardiac life support
4. Demonstrate the principles of safe working practices with manual handling, defibrillation and infection control

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 Collaboration with other sectors

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



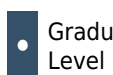
N/A  
Level



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 - On-campus Activity - 40%	•	•		
2 - Online Quiz(zes) - 30%	•			•

Assessment Tasks	Learning Outcomes			
	1	2	3	4
3 - Portfolio - 30%			•	•

## 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 - On-campus Activity - 40%	•	•	•		•		•	•		
2 - Online Quiz(zes) - 30%	•	•	•	•		•	•	•		
3 - Portfolio - 30%	•	•	•			•	•	•		

## Textbooks and Resources

### Textbooks

PMSC11002

#### Prescribed

#### Emergency and Trauma Care for nurses and paramedics

Edition: 2nd (2016)

Authors: Kate Curtis & Clair Ramsden

Elsevier

ISBN: 978-0-7295-4205-0

Binding: Paperback

#### Additional Textbook Information

This textbook will be used in other units throughout the paramedic science degree. Order your copy at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search by the Unit code).

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

You will need access to the following IT resources:

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

## 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

**Rosie McEachern** Unit Coordinator  
[r.mceachern@cqu.edu.au](mailto:r.mceachern@cqu.edu.au)

## Schedule

### Week 1 - 05 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Primary Survey - DRABC / DRCAB Systematic Approach - Concept Infection Control - Personal protective equipment and safe practice	Emergency and trauma care for nurses and paramedics 2nd Edition. Chapter 10 Scene assessment, management and Rescue P.141-151 (stop at Patient extrication). Emergency and trauma care for nurses and paramedics 2nd Edition. Chapter 14 Patient assessment and essentials of care P.237-241 (stop at General survey).	2018 Term 3 Week 1 Lecture/s

### Week 2 - 12 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
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- Airway Assessment
- TAM / DAM Skills
  - Clearing the airway & suctioning
  - Airway devices and procedures

Emergency and trauma care for nurses and paramedics 2nd edition. Chapter 17 Clinical Skills P. 314-317 (stop at Cricoid pressure).

2018 Term 3 Week 2 Lecture/s

### Week 3 - 19 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Respiratory Assessment <ul style="list-style-type: none"> <li>• Components: Rate, rhythm, effort, skin, sound, speech.</li> <li>• Oxygen saturations and pulse oximetry.</li> <li>• Equipment familiarization - Oxygen soft pack</li> </ul>	Emergency and trauma care for nurses and paramedics 2nd Edition. Chapter 14 Patient assessment and essentials of care P. 244-245 from Oxygen saturation's to Head to Toe Emergency and trauma care for nurses and paramedics 2nd Edition. Chapter 21 Respiratory Emergencies P. 467-474 (stop at Diagnostics and monitoring).	2018 Term 3 Week 3 Lecture/s

### Week 4 - 26 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Cardiovascular (perfusion), temperature and BSL Assessment <ul style="list-style-type: none"> <li>• Pulses</li> <li>• Blood pressure acquisition</li> <li>• ECG (familiarisation to machine &amp; lead placement)</li> <li>• Temperature</li> <li>• Blood Sugar Level assessment</li> <li>• SpO2</li> </ul>	Emergency and trauma care for nurses and paramedics 2nd edition. Chapter 14 Patient Assessment and Essentials of Care P. 241-243 (stop at Respirations) & pg.244 (Oxygen saturations). Emergency and trauma care for nurses and paramedics 2nd edition. Chapter 17 Clinical Skills P. 332 Blood glucose level sampling.	2018 Term 3 Week 4 Lecture/s

### Vacation Week - 03 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 5 - 10 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Neurological Assessment <ul style="list-style-type: none"> <li>• GCS</li> <li>• Pupils</li> <li>• Sensory / Motor tone</li> <li>• Spinal Injuries and cervical clearance</li> </ul>	Emergency and trauma care for nurses and paramedics 2nd Edition. Chapter 14 Patient assessment and essentials of care P. 246-247 from Neurological assessment to Thorax Emergency and trauma care for nurses and paramedics 2nd Edition. Chapter 23 Neurological emergencies P. 551-562 (stop at Investigations).	2018 Term 3 Week 5 Lecture/s Online Quiz One opens

### Week 6 - 17 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
ECG Interpretation and fundamentals: <ul style="list-style-type: none"> <li>• 5 step method</li> <li>• Basic ECG rhythms</li> <li>• OPQRST (pain assessment)</li> </ul>		2018 Term 3 Week 6 Lecture/s Online Quiz One closes Friday 5pm

### Week 7 - 02 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
CPR & Defibrillation <ul style="list-style-type: none"> <li>• Adult &amp; Paediatric CPR techniques</li> <li>• Adult &amp; Paediatric joule settings</li> <li>• Shockable ECG rhythms</li> <li>• Scene Safety - 4 safety checks</li> </ul>		2018 Term 3 Week 7 Lecture/s

### Week 8 - 07 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
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History taking - SAMPLED  
Clinical handover - IMIST AMBO  
Head to Toe Examination

2018 Term 3 Week 8 Lecture/s

### Week 9 - 14 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Manual Handling: <ul style="list-style-type: none"><li>• Stretcher</li><li>• Stair chair</li><li>• Slide sheet</li><li>• Walk belt</li><li>• Infection control</li></ul>		2018 Term 3 Week 9 Lecture/s

### Week 10 - 21 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Consolidation of learning		No structured lectures Online Quiz Two opens

### Week 11 - 28 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Residential School Week		As per residential school schedule Online Quiz Two closes Thursday 5pm.

### Week 12 - 04 Feb 2019

Module/Topic	Chapter	Events and Submissions/Topic
Revision week		<b>Workbook</b> Due: Week 12 Friday (8 Feb 2019) 11:59 pm AEST

## Term Specific Information

Compulsory residential school in Cairns only.

## Assessment Tasks

### 1 Practical Assessment (OSCE)

#### Assessment Type

On-campus Activity

#### Task Description

Preamble

Theoretical knowledge and the practical application of this knowledge is vital when performing the role of paramedic. In this assessment you will need to articulate your theoretical knowledge gained within this unit as well as apply the knowledge to successfully undertake a variety of Case Management Exercises (CMEs) to a beginner level.

To attain a passing grade, you will need to complete the tasks below. All of these will be conducted at Residential School, using simulated environments and patients.

Task Description

You will need to complete three (3) CME stations, each designed to assess your knowledge and practical skills acquired during this unit.

Station one (1) and two (2) will be long case assessments where you will be allocated 20mins to complete the assessment. The long case assessment will be in the format of a structured scenario looking at the following areas:

- : Patient assessment and history taking
- : Evidence gathering and patient treatment
- : Implementation of interventions, procedures and skills
- : Overall patient and scene management

Station three (3) will involve one (1) short case assessment where you will be allocated 10 mins.

Some examples of a short case assessment are:

- : Voice Viva

: Fill in the blanks  
: Quiz

### **Assessment Due Date**

This assessment will be conducted during residential schools

### **Return Date to Students**

Results will be posted with two weeks of the completion of residential school.

### **Weighting**

40%

### **Minimum mark or grade**

50

### **Assessment Criteria**

In order to pass this assessment students must achieve an overall accumulative pass mark of 50% across all three assessments

Each long case CME will be worth 15%.

The short case CME will be worth 10%.

Failure to achieve 50% will result in a failing grade and there will be no opportunity during the residential school for resit.

There will be varied scoring tools used based on the type of OSCE assessment. The scoring tools for each station are validated and reliable and will be available to students via the Moodle page at the commencement of term.

During these assessments, if there are any errors performed which would cause immediate harm to yourself, partner, patient or bystanders this will result in a critical error being recorded.

#### **CRITICAL ERRORS:**

Critical errors in this unit will be classed as anything that causes immediate harm to yourself, partner, patient or bystanders or any procedure that is performed outside the scope of practice. During any form of assessment, if any of the following are witnessed the assessment will immediately cease, and no marks will be given for that particular assessment:

Unsafe defibrillation

Incorrect joules delivered during defibrillation

Defibrillation of a non-shockable rhythm

Failure to recognise a cardiac arrest (>1minute)

Failure to shock a shockable rhythm in a timely manner (<2 minutes)

Failure to perform a complete drug check

Incorrect sharps disposal or unsafe practice with a sharp

Performing a skill and/or procedure outside the scope of practice taught to you in PMSC11002 (2018)

Any grossly unsafe practice, as determined by the assessing academic

### **Referencing Style**

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

### **Submission**

Offline

### **Learning Outcomes Assessed**

- Demonstrate accurate scene survey, patient assessment and history taking
- Demonstrate a range of diagnostic tests and basic procedures used in paramedicine

### **Graduate Attributes**

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



## 2 Online Quiz

### Assessment Type

Online Quiz(zes)

### Task Description

You will be required to complete two (2) online quizzes; the first will close at the end of Week 6; the second at the end of Week 11. The quizzes will open on the Friday of the preceding week to when the quiz is due, and each will have a specific time limit imposed.

The quizzes will be made up of multiple choice, short and long answer questions exploring content based upon previous weeks content (including lecture materials, online modules, links and required reading). Quizzes are accumulative and content will aggregate across the term.

Quiz 1 is to review and assess the content from Week 1 to Week 5 of Foundations of Paramedic Clinical Practice. Quiz 2 is to review and assess the content from Week 6 to Week 10.

This quizzes will be comprised of multiple choice, short and long answer questions.

You will only receive 1 attempt at the each quiz.

### Number of Quizzes

2

### Frequency of Quizzes

Other

### Assessment Due Date

Quiz 1 due Friday Week 6 (15.12.18 5pm) and Quiz 2 due Thursday Week 11 (25.01.19 5pm).

### Return Date to Students

Results will be made available to students two weeks after each quiz closes

### Weighting

30%

### Minimum mark or grade

50

### Assessment Criteria

Please access the Online Quizzes in the Assessment Block on the Moodle page for PMSC11002.

PLEASE NOTE: The marks for online quizzes 1 and 2 will be combined – to pass you must achieve 50% of the overall marks available on offer for this assessment item. These quizzes MUST be submitted by the times indicated in the assessment tasks. This is an individual assessment with no collaboration allowed. In the absence of an approved extension, there will be no opportunity to complete the tasks after the specified dates, and there will be no opportunity to apply a late penalty of five percent per day. You will only receive 1 attempt at each quiz.

Each quiz is worth 15% of the overall mark for the unit.

### Referencing Style

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

### Submission

Online

### Submission Instructions

All quizzes must be attempted individually and no collaboration with other students is allowed.

### Learning Outcomes Assessed

- Demonstrate accurate scene survey, patient assessment and history taking
- Demonstrate the principles of safe working practices with manual handling, defibrillation and infection control

### Graduate Attributes

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

## 3 Workbook

### Assessment Type

Portfolio

### Task Description

You will be required to complete a workbook exploring your knowledge gained throughout this unit. You will be required to work through the tasks set out in the workbook and complete your answers within the workbook provided. These tasks support your continued professional development through structured self-directed learning. The workbook will be provided to you via the Moodle page. This task will involve a mixture of short answer response, research, critical reviews and mini essays.

Please review the workbook thoroughly before commencing. You must complete all parts of the workbooks according to the instructions provided, ensuring that all work is referenced as per instructions in the workbook.

### Assessment Due Date

Week 12 Friday (8 Feb 2019) 11:59 pm AEST

### Return Date to Students

Exam Week Friday (15 Feb 2019)

### Weighting

30%

### Minimum mark or grade

50

### Assessment Criteria

You will be required to demonstrate your theoretical knowledge taught to you throughout this unit. This will be conducted through varying tasks throughout the workbook. The workbook will have points awarded to each task with the accumulation of these points being the final result. The workbook will be provided on the unit Moodle page. The assessment will be based on marking criteria covering the following key points:

Successful completion of each task

Well articulated, researched and referenced work provided throughout the workbook.

You must achieve an overall pass mark of 50% for this assessment task.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit via Moodle

### Learning Outcomes Assessed

- Evaluate and manage a patient requiring cardiac life support
- Demonstrate the principles of safe working practices with manual handling, defibrillation and infection control

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- 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