



# **PMSC12001 *Procedures and Skills in Paramedic***

## **Care**

### **Term 1 - 2017**

Profile information current as at 19/05/2024 12:18 pm

All details in this unit profile for PMSC12001 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

Students will develop an understanding of paramedic care through investigation of the underpinning theory and practice of procedural applications in the discipline. This will include examples of clinical investigations of the neurological, respiratory, cardiovascular, gastrointestinal and endocrine systems including basic practical procedures such as cannulation, ventilation techniques, defibrillation and trauma management at an introductory level. Knowledge and skills will be developed through a series of coursework exercises and practical laboratory sessions.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Prerequisites: PMSC11001 Foundations of Paramedic Science PMSC11002 Foundations of Paramedic Clinical Practice (from 2015) BMSC11001 Human Body Systems 1 BMSC11002 Human Body Systems 2 Emergency Medicine is a fast paced, ever changing environment. At CQU we are continually adapting our course so students are prepared to meet these needs. With this in mind, if in the last 12 months you have not: Successfully completed clinical placement unit or Successfully completed a PMSC unit with a compulsory residential school attached or Have equivalent and relevant work experiences (as deemed by the Unit Coordinator) Students will be required to attend PMSC12001 residential again at their own cost.

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).

### 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. **Practical Assessment**

Weighting: Pass/Fail

#### 2. **Presentation**

Weighting: 50%

#### 3. **Written Assessment**

Weighting: 50%

### 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 Moodle Feedback

**Feedback**

Residential school was a lot of fun and a great opportunity to put all out theory into practice

**Recommendation**

Work further on getting more practice into the residential

**Action**

Provided a full day on practical application as well as allocated an additional hour of practicum during the first three days

#### Feedback from Moodle Feedback

**Feedback**

Pre-lab work sheets, were hard to keep track of

**Recommendation**

Look at updating these and possible making them online

**Action**

Removed the paper version and made them on-line

## Unit Learning Outcomes

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

1. Explain patient assessment through clinical focussed assessments, diagnostic procedures and detailed patient clinical investigations.
2. Examine, describe and demonstrate current procedures and skills relevant to the following areas of management: Access, airway management, cardiac, drug administration, respiratory, resuscitation and trauma

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
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes	
	1	2
1 - Practical Assessment - 0%	•	•
2 - Presentation - 50%	•	•
3 - Written Assessment - 50%	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes	
	1	2
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 - Practical Assessment - 0%	•	•	•	•	•		•	•		
2 - Presentation - 50%	•	•	•	•				•		

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
<b>3 - Written Assessment - 50%</b>		•	•	•			•	•		

## Textbooks and Resources

### Textbooks

PMSC12001

#### Supplementary

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

Edition: 2nd ed (2015)

Authors: Curtis & Ramsden

Elsevier

Sydney , NSW , Australia

ISBN: 9780729542050

Binding: Hardcover

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Emma Moore** Unit Coordinator

[e.moore@cqu.edu.au](mailto:e.moore@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Systematic Approach Overview & Airway Management		

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Ventilation and Emergency Airways		

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Drug Administration		

**Week 4 - 27 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Drug Administration and Access		

**Week 5 - 03 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
CPR & Defibrillation		<b>Poster Presentation</b> Due: Week 5 Friday (7 Apr 2017) 5:00 pm AEST

**Vacation Week - 10 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
VACATION WEEK	No assigned readings; use this time to ensure learning and assessment tasks are completed.	VACATION WEEK

**Week 6 - 17 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Trauma		

**Week 7 - 24 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Extrication		

**Week 8 - 01 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
No Lecture		

**Week 9 - 08 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Self Orientated Course Revision		Townsville Residential School Cairns Residential School Rockhampton Residential School

**Week 10 - 15 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Self Orientated Course Revision.		Rockhampton Residential School Two

**Week 11 - 22 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Self Orientated Course Revision		PeerWise  <b>PeerWise &amp; Short Answer Response</b> Due: Week 11 Friday (26 May 2017) 5:00 pm AEST

**Week 12 - 29 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Revision and House Keeping		

**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 Procedures and Skills Validation

## Assessment Type

Practical Assessment

## Task Description

The safe and competent performance of medical procedures and skills forms a core aspect of paramedic practice, and as such all qualified Paramedics need to be assessed on a regular basis to ensure continued excellent standards of practice. In this assessment, you will be graded on your procedural and declarative knowledge of the various skills and procedures which you will learn throughout this course.

Your procedural knowledge of each skill will be assessed during laboratory sessions, either on a weekly basis for Internal Students or during Residential School for External Students. During lab sessions you will learn the skills from both the lecturer and from your peers. Assessment of your skill performance will be undertaken by the lecturer during lab sessions prior to moving on to the next skill.

Your declarative knowledge of each skill or procedure will be assessed with the pre-lab lessons that will be submitted prior to attending that weeks laboratory for Internal students and before the residential school for external students. Failure to complete the lessons will make you ineligible to attend that week's laboratory session.

**Attendance at each Laboratory session and Residential school is compulsory. Inability to attend any lab session must be discussed as soon as possible with your lecturer BEFORE THE SCHEDULED TIME.**

## Assessment Due Date

Clinical Skills assessed weekly for Internal Students and during Residential School for External Students. Worksheets assessed weekly for Internal Students and during Residential School for External Students

## Return Date to Students

Review/Exam Week Friday (9 June 2017)

## Weighting

Pass/Fail

## Minimum mark or grade

You must achieve a pass mark for EVERY skill/procedure to be eligible to pass this course.

## Assessment Criteria

Internal students procedures and skills will be assessed during each Lab session, with external students being assessed during the residential schools. You will be assessed by structured scenarios, voice vivas, skills stations, as well as via general observations made throughout the relevant session.

## Referencing Style

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

## Submission

Offline

## Submission Instructions

Clinical Skills assessed during tutorials for Internal Students and during Residential School for External Students.

## Learning Outcomes Assessed

- Explain patient assessment through clinical focussed assessments, diagnostic procedures and detailed patient clinical investigations.
- Examine, describe and demonstrate current procedures and skills relevant to the following areas of management: Access, airway management, cardiac, drug administration, respiratory, resuscitation and trauma

## Graduate Attributes

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

# 2 Poster Presentation

## Assessment Type

Presentation

## **Task Description**

### **Preamble:**

Pre-hospital care in Australia is a dynamic and constantly evolving environment. With the introduction of new technology, and emerging research, the way paramedics assess and treat patients will also evolve and change.

### **Details:**

You are to investigate and report on a skill or procedure in patient assessment or management that is not currently taught or utilised in any Australian Ambulance Service. You will deliver your findings as a scientific poster presentation.

### **Objectives:**

*Research* a skill or procedure not taught or utilised by any Australian Ambulance service.

Using *evidence based* data discuss:

- Why this new skill or procedure would be a valid inclusion for paramedic practice,
- What skill levels would be authorised to perform the skill or procedure and why,
- What, if any, limitations are associated with the skill or procedure i.e. cost of the device, short shelf life etc., and how would you mitigate these issues,
- What Clinical Practice Guidelines would this new skill or procedure relate to i.e. Cardiac Arrest, Seizure, Burns etc.

Create a Clinical Practice Procedure to complement the new skill or procedure. Including:

- A brief introduction of the skill or procedure,
- Indications,
- Contraindications,
- Complications/Precautions/Potential side effects (as relevant),
- Special notes/Additional information,
- Procedure (step-by-step explanation on how the skill or procedure is performed).

### **Rationale:**

Pre-hospital care is more and more becoming an evidence based profession, all new skills and procedures should therefore be based on evidence. As a health care professional we need to deliver best practice for all our patients and remain current in our clinical practice. Clinical Practice Guidelines are the framework for delivery of pre-hospital care, they ensure standardisation of delivery across the entire service and provide a safety net for both the patient and the clinician.

### **Assessment Due Date**

Week 5 Friday (7 Apr 2017) 5:00 pm AEST

### **Return Date to Students**

Week 7 Friday (28 Apr 2017)

Students will receive their results for the assessment and learning resources will be made available via the course Moodle site

### **Weighting**

50%

### **Minimum mark or grade**

50%

### **Assessment Criteria**

To achieve a High Distinction for this assessment item students must:

- Work presented in a logical sequence and all elements included
- Work presented to a high grammatical standard with less than 2 grammatical errors
- Chosen skill meets selection criteria supported with strong evidence to support inclusion
- Strong evidence to support authority to practice
- Strong discussion and solution using current evidence to support argument
- Strong evidence to support inclusion in relevant CPG's
- Strong introduction of skill that displays advanced knowledge of skill
- All elements included, excellent presentation with logical progression
- Consistently acknowledges sources of information to support & reflect all ideas, factual information & quotations
- Utilised <10 relevant articles
- All elements included and researched to a high academic standard
- All elements of CPG included and researched to a high academic standard
- Excellent presentation, visually appealing, excellent use of colour and graphics, well defined with logical flow
- Work presented to a high grammatical standard with less than 2 grammatical errors
- Consistently acknowledges sources of information to support & reflect all ideas, factual information & quotations

### **Referencing Style**

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

## Submission

Online

## Learning Outcomes Assessed

- Explain patient assessment through clinical focussed assessments, diagnostic procedures and detailed patient clinical investigations.
- Examine, describe and demonstrate current procedures and skills relevant to the following areas of management: Access, airway management, cardiac, drug administration, respiratory, resuscitation and trauma

## Graduate Attributes

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

## 3 PeerWise & Short Answer Response

### Assessment Type

Written Assessment

### Task Description

#### Preamble:

Pre-hospital care in Australia is a dynamic and constantly evolving environment. Today's paramedics are required to think laterally and problem solve within the requirements of their role.

#### Details

##### *Part A: PeerWise (20%)*

You are required to produce a minimum of three (3) multiple choice questions related to the skills/procedures taught to you in this course (PMSC12001), using the PeerWise software.

The questions must be uploaded to the PeerWise software and you must also answer a minimum of seven (7) of your peers questions and provide appropriate feedback on those questions. The review of other student's questions will be anonymous.

##### *Part B: Short Answer Response (30%)*

Using evidence based data discuss your thoughts on the following situations:

1. You have been called to a traffic accident on the highway. Your patient has been reported to have chest injuries. After examination (patient is extricated and supine on the side of the road) you find your patient to be in a traumatic cardiac arrest. You determine the need for bilateral chest decompression, however your patient is morbidly obese and you and your partner struggle to find any landmarks on the patient's chest. What are your options and how will you perform this procedure?
2. You have been called to a 65yr male complaining of chest pain. After assessment you determine that your patient is suffering from an acute inferior Myocardial Infarction, and determine the need for IV access. You set up your equipment and begin to cannulate the (L) ACF. During the procedure you become concerned that you have cannulated an artery instead of a vein. How would you determine this? Once you have confirmed that you have cannulated an artery, how would you rectify this situation? Identify some common causes for mistaken arterial puncture as well as provide solutions to help reduce these.
3. You have been called to the local horse stables to a 22yr old female who was kicked by a horse. After examination you note that the patient is in significant pain, with obvious deformity to their right upper thigh. You suspect that the patient has a broken femur and determine the need to apply the Femoral Traction Device. Why are fractured femurs treated differently to any other limb fracture? If this patient had bilateral fractured femurs, how would you size up the traction splint and how would you know when enough traction has been applied?

Word Count: 300 (+/-10%) for each short answer response

#### Rational:

The ability to write a good question requires you to have truly understood a topic and shows evidence of a deeper level of understanding. The combination of a deeper understanding and ability for lateral thinking are vital skills required for today's paramedics

This assessment task also provides you with the opportunity to use the question and answers provided as revision for your own study.

### Assessment Due Date

Week 11 Friday (26 May 2017) 5:00 pm AEST

Various (please review Task Description or Moodle site for further details)

**Return Date to Students**

Review/Exam Week Friday (9 June 2017)

Two weeks from due date

**Weighting**

50%

**Minimum mark or grade**

50%

**Assessment Criteria**

To achieve a pass mark in this assessment students must submit all three (3) questions and must answer at least seven (7) other questions from your peers and provide constructive feedback for those questions.

As you contribute to PeerWise, you will accumulate a score which is composed of three parts:

- Writing questions (Questioning),
- Answering questions (Answering), and
- Rating questions you have answered (Rating).

This score will then be converted to a marking matrix provided on the Moodle Page. The more questions you create and answer the better your overall score will be.

The PeerWise software will be open from the beginning of term until the end of week 11.

The PeerWise score will contribute to 20% of this assessment item with the Short Answer Questions contributing to the final 30%

Further information will be available on the Moodle page

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Students are only required to submit their short answer responses, the PeerWise results will be manually added by the lecturer

**Learning Outcomes Assessed**

- Explain patient assessment through clinical focussed assessments, diagnostic procedures and detailed patient clinical investigations.
- Examine, describe and demonstrate current procedures and skills relevant to the following areas of management: Access, airway management, cardiac, drug administration, respiratory, resuscitation and trauma

**Graduate Attributes**

- Problem Solving
- Critical Thinking
- Information Literacy
- 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