PMSC12001 *Procedures and Skills in Paramedic Care*
Term 3 - 2018

Profile information current as at 30/04/2024 07:14 am

General Information

Overview

You 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. Your 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

Pre-requisites: PMSC11001 Foundations of Paramedic Science PMSC11002 Foundations of Paramedic Clinical Practice BMSC11001 Human Body Systems 1 BMSC11002 Human Body Systems 2 Co-requisites PMSC12004 Advanced Electrophysiology and Coronary Care Emergency Medicine is a fast paced, ever changing environment. At CQU we are continually adapting our course to ensure students are prepared to meet these needs. With this in mind, if in the last 12 months you have not: Successfully completed a clinical placement unit or Successfully completed a PMSC unit with a compulsory residential school attached or Undertaken equivalent and relevant work experiences (as deemed by the Unit Coordinator) You will be required to attend the residential school for PMSC12001 again at your 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 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. **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

Forum posts were time consuming, however having numerous different topics to think about over numerous assessments rather than one large essay on one topic was beneficial.

Recommendation

Continue with the "discussion forum" type of assessment, however look to reduce frequency to reduce excessive workload

Feedback from Moodle Feedback

Feedback

Smaller groups for scenario practice.

Recommendation

Look at recruiting more casual staff for the residential. This will allow for smaller groups with scenario practice allowing for increased participation time.

Unit Learning Outcomes

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

1. Articulate the theoretical underpinnings, including the anatomical and pathophysiological reasons, for the application of advanced care skills and interventions in the management of a critically ill or injured patient
2. Identify the indications, precautions, risks and contraindications of the skills and interventions involved in advanced care prehospital practice
3. Employ critical thinking and clinical decision making for the use of advanced care skills and interventions
4. Demonstrate the skills and interventions involved in advanced care prehospital 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 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 - Practical Assessment - 0%		●		●
2 - Presentation - 50%	●		●	
3 - Written Assessment - 50%	●		●	

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 - Practical Assessment - 0%	●	●	●	●	●		●	●		
2 - Presentation - 50%	●	●	●	●				●		

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

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
Main resources will be taken from Multiple Ambulance Services Clinical Practice Manuals and the Australian Resuscitation Guidelines (ARC).

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

Gavin Cousens Unit Coordinator
g.cousens@cqu.edu.au

Schedule

Week 1 - 05 Nov 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Systematic Approach Overview		

Week 2 - 12 Nov 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Airway Management		Clinical Practice Discussion Forum One. Due Sunday the 18th of November at 23:55

Week 3 - 19 Nov 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Ventilation and Emergency Airways		

Week 4 - 26 Nov 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Module/Topic	Chapter	Events and Submissions/Topic
Drug Administration		Poster Presentation Due Friday the 30th November at 23:55. Clinical Practice Discussion Forum Two. Due Sunday the 2nd of December at 23:55. **Poster Presentation** Due: Week 4 Friday (30 Nov 2018) 11:45 pm AEST

Vacation Week - 03 Dec 2018

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 5 - 10 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Intramuscular Injections and Intravenous Acess		

Week 6 - 17 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Resuscitation, CPR, Defibrillation and Shock		Clinical Practice Discussion Forum Three. Due Sunday the 23nd of December at 23:55

Week 7 - 02 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Trauma		

Week 8 - 07 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Extrication		Clinical Practice Discussion Forum Four. Due Sunday the 13th of January 2019 at 23:55

Week 9 - 14 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Self Orientated Course Revision		

Week 10 - 21 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Self Orientated Course Revision.		Clinical Practice Discussion Forum Five. Due Sunday the 27th of January 2019 at 23:55

Week 11 - 28 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Rockhampton Residential School 28/01/2019-31/01/2018		Rockhampton Residential School **Procedures and Skills Validation** Due: Week 11 Thursday (31 Jan 2019) 11:45 pm AEST

Week 12 - 04 Feb 2019

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

Exam Week - 11 Feb 2019

Module/Topic	Chapter	Events and Submissions/Topic

1 Procedures and Skills Validation

Assessment Type
Practical Assessment

Task Description

The safe and competent performance of medical and 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. This assessment will be conducted using a variety of platforms, including (but not limited to) general observation, one-on-one discussion and Objective Structured Clinical Examinations (OSCEs). By the end of the Residential Block, each student must display very good theoretical knowledge of each procedure and skill covered within the unit and display the appropriate level of application of that skill. It will be assessed on a Pass/Fail criteria.

Attendance at the Residential school is compulsory. Inability to attend must be discussed as soon a possible with your lecturer BEFORE THE SCHEDULED TIME with alternate arrangements being made. Please note that appropriate documentation will need to be provided.

Assessment Due Date
Week 11 Thursday (31 Jan 2019) 11:45 pm AEST
Clinical Skills assessed during Residential School for all Students.

Return Date to Students
Week 11 Thursday (31 Jan 2019)
Students will be notified verbally at the end of the Residential Block in regards to their level achieved.

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
You will be required to demonstrate your theoretical knowledge and practical abilities for each skill and procedure addressed in this course. This will be conducted on a number of varying platforms, such as general observation, one on one demonstration and Objective Structured Clinical Examinations (OSCE's). The practical assessment consists of a random selection of the skills covered throughout the unit that the student must achieve a Pass Mark for every skill attempted to pass the subject.
Critical errors in this unit will be classed as anything, by act or omission, that causes immediate harm or the potential to cause harm, to yourself, partner, patient or bystanders or any procedure that is performed outside your 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 assessment. Furthermore, any critical error discovered on review or moderation will also result in no marks being 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 or procedure or administering a drug outside your scope of practice**
· **Any grossly unsafe practice, as determined by the assessing academic.**
If you do not understand any of the above, please do not hesitate to clarify with your unit coordinator.

Referencing Style

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

Submission
Offline

Submission Instructions
Clinical Skills assessed Residential School for External Students.

Learning Outcomes Assessed

- Identify the indications, precautions, risks and contraindications of the skills and interventions involved in advanced care prehospital practice
- Demonstrate the skills and interventions involved in advanced care prehospital practice.

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 we assess and treat our patients will also evolve and change.
Rationale: Pre-hospital care is becoming more and more, 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.
Details:
You are to investigate and report on a skill or procedure in patient assessment or management that is currently taught or utilised in PMSC12001. You will deliver your findings as a scientific poster presentation.
Objectives:
Research a skill or procedure taught or utilised in PMSC12001.
Using *evidence based* data:

- Provide a **Discussion** of the procedure/skill: Provide an overview and discuss its relevance to paramedic practice as well as the benefits it provides (supporting evidence is required).
- **CPP breakdown:** Explain why it has the current **CONTRAINDICATIONS** and **PRECAUTIONS**, or why it has none.
- **Comparison:** Compare and contrast previous procedures/skills that were used prior to the application of the chosen skill.
- **Future:** Research what new procedures are on the horizon that may be adopted by the Ambulance service (including a brief overview of how it works and its benefits). If you are unable to find a new and improved version, then you are required to suggest improvements for the current skill/procedure.

Word Count:
1000Words (+\- 10%)

Assessment Due Date
Week 4 Friday (30 Nov 2018) 11:45 pm AEST

Return Date to Students
Week 5 Friday (14 Dec 2018)

Weighting
50%

Minimum mark or grade
50%

Assessment Criteria
Results for this assessment will be based on the following criteria:
Poster Setup: Professional presentation of the scientific poster in terms of organised layout (e.g. flow and use of

headings), use of visual aspects (images/diagrams and readability). Maximum Score 3

Discussion: Demonstrated an appropriate overview of the skill, utilising contemporary evidence to support or justify arguments made. Maximum Score 10

CPP Breakdown: All required aspects of the CPP were addressed with correct and relevant content. Explanations provided were appropriate with the utilisation of evidence to support them. Maximum Score 10

Comparison: Appropriate examples of past skills provide with an appropriate overview of its benefits and limitationS. Maximum Score 10

Future: Appropriate choice of future skill with an adequate overview or Appropriate outline of possible improvements. Maximum Score 10

Structure: Demonstrated an appropriate format and structure that is engaging and easy to read. Presented the information in a logical sequence with an appropriate flow of information. Demonstrated appropriate grammar and spelling. Maximum Score: 3

References and Referencing: Utilised an appropriate number of high quality references. Included predominantly peer-reviewed scientific articles including sentinel articles, high levels of evidence or quality studies and articles that were appropriate for the topic. Utilised the APA referencing style with appropriate and correctly formatted in-text referencing and reference list. Maximum Score: 4

TOTAL SCORE: 50

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Articulate the theoretical underpinnings, including the anatomical and pathophysiological reasons, for the application of advanced care skills and interventions in the management of a critically ill or injured patient
- Employ critical thinking and clinical decision making for the use of advanced care skills and interventions

Graduate Attributes

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

3 Clinical Practice Discussion Forum

Assessment Type
Written Assessment

Task Description
Clinical Practice Discussion Forum
You are required to participate in five (5) different Module Clinical Practice Discussion (CPD) forums throughout the unit that correspond with selected topics within each respective Module. A new topic of discussion will be presented every Monday and will close two weeks later on the Sunday night at 11:55 pm.

- Forum One: Opens Monday Week One 05/11 9am (closes 18/11)
- Forum Two: Opens Monday Week Three 19/11 9am (closes 02/12)
- Forum Three: Opens Monday Week Five 10/12 9am (closes 23/12)
- Forum Four: Opens Monday Week Seven 02/01 9am (closes 13/01)
- Forum Five: Opens Monday Week Nine 14/01 9am (closes 27/01)

The CPD forums will utilise the 'Verso' education software platform and involve the entire class as well as smaller groups at times. Teaching staff will act as moderators for the CPD forums however the emphasis of these forums centres around student engagement and interaction as well as student-led constructive and contemporary contribution.

Assessment Due Date

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

Return Date to Students

Students will be provided feedback during the open forums as well as throughout the course

Weighting
50%

Minimum mark or grade
50%

Assessment Criteria
Each CPD will be worth 10% each and will be based on the following criteria:
Word Count: 300 (+/-10%) for each CPD

Interactivity and Professionalism
Demonstrated prompt and appropriate interaction with the posed question. Demonstrated proficiency and professionalism in ability to address questions or challenges posed by other participants in the forum. Utilised language and dialogue that is expected and appropriate for the health profession. **Maximum Score: 3**

Engagement and Contribution to Dialogue
Demonstrated engagement with the forum and positively contributed to the discussions by addressing or posing questions, challenging ideas, stimulated ongoing relevant conversation and added real value to the discussions. Actively improved the learning outcomes for other students as a result of the contributions. **Maximum Score: 2**

Quality of Information
Demonstrated appropriate language, descriptions, structure, references and referencing for the forum posts. Utilised contemporary evidence or teachings in the responses with clear links to clinical or practical implementation. Identified gaps in the evidence to support current clinical practice and/or discuss novel approaches and ideas based on contemporary evidence or clinical practice. **Maximum Score: 5**

Referencing Style

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

Submission
Online

Submission Instructions
Students are required to submit their responses via the Verso platform

Learning Outcomes Assessed

- Articulate the theoretical underpinnings, including the anatomical and pathophysiological reasons, for the application of advanced care skills and interventions in the management of a critically ill or injured patient
- Employ critical thinking and clinical decision making for the use of advanced care skills and interventions

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