



PMSC12003 *Special Populations in Paramedic Practice*

Term 2 - 2017

Profile information current as at 12/05/2024 12:27 pm

All details in this unit profile for PMSC12003 have been officially approved by CQUUniversity 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

You will develop an understanding of the need to adapt paramedic practice for special populations. At the completion of this unit you will be able to effectively integrate pathophysiological principles and assessment findings to manage the treatment of the obstetric, neonate, paediatric, and elderly patients. Knowledge and skills will be developed through a series of coursework and practical exercises. You will be required to have access to a computer to make frequent use of internet resources and attend a residential school to promote development of unit learning outcomes.

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

PMSC12001 Procedures and Skills in Paramedic Care PMSC12004 Advanced Electrophysiology and Coronary Care

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 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. **Online Quiz(zes)**

Weighting: 30%

2. **Practical Assessment**

Weighting: 70%

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

The residential school should be longer, I found in the short few days I really did have a chance to learn and remember the skills (it felt like cramming for an exam) perhaps if it was longer I would be able to remember and restore the information

Recommendation

Will review and discuss this with the discipline lead.

Feedback from Moodle

Feedback

Res school was a little early in the term, however I understand limitations with resources and placement schedules

Recommendation

This has been resolved with 2017 Residential scheduled for late in the term

Unit Learning Outcomes

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

1. Explain the major anatomical and physiological changes that occur during pregnancy and their clinical relevance
2. Explain the anatomical and physiological differences in paediatric and geriatric patients and their clinical relevance
3. Function safely and competently, drawing on theoretical and technical knowledge for the management and care of obstetric, paediatric and geriatric patients

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Online Quiz(zes) - 30%	•	•	
2 - Practical Assessment - 70%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - Online Quiz(zes) - 30%		•	•	•		•		•		
2 - Practical Assessment - 70%		•	•			•				

Textbooks and Resources

Textbooks

PMSC12003

Supplementary

Emergency and Trauma Care for Nurses and Paramedics

Edition: 2nd (2015)

Authors: Curtis & Ramsden

Elsevier

Sydney , NSW , Australia

Binding: Hardcover

PMSC12003

Supplementary

PMSC12003 Special Populations in Paramedic Practice

Edition: Custom Text (2012)

Authors: Richard Beebe and Jeffrey Myers

Delmar, Cengage Learning

New York , USA

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

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Normal Pregnancy Normal Childbirth	Part 2 Extract 3 & Extract 5	Lecture in Rockhampton (scheduled to be recorded for Distance Students). Web-based resources.

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Complications of Pregnancy Care of the Normal Newborn Pre-Residential Paediatrics	Part 2 - Extract 4 & Extract 6	Lecture in Rockhampton (scheduled to be recorded for Distance Students). Web-based resources. Pre-Recorded lectures

Week 3 - 24 Jul 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Complications of Childbirth Pre-Residential Geriatrics	Part 2 Extract 2	Lecture in Rockhampton (scheduled to be recorded for Distance Students). Web-based resources. Pre-Recorded lectures
Week 4 - 31 Jul 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Week 5 - 07 Aug 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Special Considerations in Neonatology	Part 2 Extract 7	Web-based resources. Pre-Recorded lectures
Vacation Week - 14 Aug 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 21 Aug 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Assessment of a Stable Child	Part 3 Extract 8	Web-based resources. Pre-Recorded lectures
Week 7 - 28 Aug 2017		
Module/Topic	Chapter	Events and Submissions/Topic
The Critically Ill Child	Part 3 Extract 9	Web-based resources. Pre-Recorded lectures
Week 8 - 04 Sep 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Pediatric Medical Emergencies	Part 3 Extract 10	Web-based resources. Pre-Recorded lectures
Week 9 - 11 Sep 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Child Abuse or Neglect	Part 3 Extract 11	Web-based resources. Pre-Recorded lectures
Week 10 - 18 Sep 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Geriatrics	Part 4 Extract 12	Web-based resources. Pre-Recorded lectures
Week 11 - 25 Sep 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Patients with Special Challenges	Part 4 Extract 13	Web-based resources. Pre-Recorded lectures
Week 12 - 02 Oct 2017		
Module/Topic	Chapter	Events and Submissions/Topic
		OSCE & Scenario Report Due: Week 12 Friday (6 Oct 2017) 11:45 pm AEST
Review/Exam Week - 09 Oct 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 16 Oct 2017		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Topic Quiz

Assessment Type

Online Quiz(zes)

Task Description

There are THREE (3) online quizzes.

QUIZ ONE: Available from the 31st July 2017 - 13th August 2017 2345hrs

QUIZ TWO & THREE: Available from the 11th September 2017 - 24th September 2017 2345hrs

You must achieve a minimum pass mark of 50% in each quiz; it is an open book assessment.

You will only be given one attempt for each quiz

The quizzes will consist of some or all of these categories:

- Multiple Choice
- True False
- Sequence questions
- Short answer

Each quiz will be worth 10% individually

For this assessment task no late submissions will be accepted. Therefore each quiz which makes up this assessment task must be completed by the due date. In the absence of an approved extension, there will be no opportunity to complete the task after this date, and there will be no opportunity to apply a late penalty of five per cent per day.

Number of Quizzes

3

Frequency of Quizzes

Assessment Due Date

Quiz One: 13/08/2017 Quiz Two & Three: 24/09/2017

Return Date to Students

Students will receive instant feedback via the Moodle Website

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

Every student must attempt and achieve 50% for each quiz to pass this unit. You will only have one attempt at each quiz, this is an open text book quiz

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explain the major anatomical and physiological changes that occur during pregnancy and their clinical relevance
- Explain the anatomical and physiological differences in paediatric and geriatric patients and their clinical relevance

Graduate Attributes

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

2 OSCE & Scenario Report

Assessment Type

Practical Assessment

Task Description

There are two parts to this assessment item:

PART A: OSCE (30%)

PART B: Scenario Report (40%)

You must achieve a passing mark for both sections (A & B) to be eligible to pass this assessment item.

PART A: OSCE

This is an Objective Structured Clinical Examination (OSCE). There will be up to four (4) OSCE stations, each designed to assess your knowledge and practical skills acquired during this unit.

- There will be three (3) short case OSCE where students will be allocated 10mins per station, with a mix of station types and competencies tested.

Some examples are:

: Voice Viva

: Fill in the blanks

: Quiz

: Mini Scenario

Each short case OSCE will be worth 5% individually towards the total percentage for this term

- There will also be one (1) long case OSCE where students will be allocated 20mins to complete the assessment. The long case OSCE 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

The long case OSCE will be worth 15% towards the total percentage for this item

Feedback for the Short and Long cases will be provided AFTER the residential and there will be no opportunity given to re-sit any of the assessments

CRITICAL ERRORS:

According to the Encyclopaedia and Dictionary of Medicine, Nursing and Allied Health, "Critical" can be defined as: Extremely important or essential; and "Error" can be defined as: a defect or mistake in structure or function.

Critical errors in this unit will be classed as anything that causes immediate harm to yourself, partner, patient or bystanders and/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 item:

- Unsafe defibrillation
- Incorrect joules delivered to the patient
- Defibrillation of an unshockable rhythm
- Failure to recognise a shockable rhythm
- No or incomplete drug check
- Incorrect sharps disposal
- Performing a skill and/or procedure outside the scope of practice taught to you in PMSC12001 (2017) and PMSC12003 (2017)

You have to complete and pass this assessment item to pass the unit

PART B: SCENARIO REPORT

You are required to develop one scenario based on a condition specific to either of the three populations that this course is based on (obstetrics, geriatrics and paediatrics).

You will be required to address the following topics:

- Assessor Information- Stating goals of scenario and outcomes
- Dispatch details
- Case History/Overview
- Patient complaint and background history
- Current signs and symptoms
- Explain the patients physical findings and discuss the pathophysiological processes that are causing them
- List possible pertinent negatives and why they are relevant

- Provide a provisional diagnosis and at least two differential diagnosis with justification
- Develop management pathways, including treatment and pharmacological therapy
- Include in your management pathway:

o Correct management and subsequent vital sign survey
o Incorrect management and subsequent vital sign survey

An exemplar will be provided to you on the course Moodle page.

The report will be worth 40% towards the total percentage for this item.

You have to complete and pass this assessment item to pass the unit.

Assessment Due Date

Week 12 Friday (6 Oct 2017) 11:45 pm AEST

The Practical Assessment will take place during the Residential School

Return Date to Students

Exam Week Friday (20 Oct 2017)

Weighting

70%

Minimum mark or grade

50%

Assessment Criteria

The assessment rubric for this assessment will be made available to students via the Moodle Website prior to attendance at the Residential School

Referencing Style

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

Submission

Offline Online

Learning Outcomes Assessed

- Explain the major anatomical and physiological changes that occur during pregnancy and their clinical relevance
- Explain the anatomical and physiological differences in paediatric and geriatric patients and their clinical relevance
- Function safely and competently, drawing on theoretical and technical knowledge for the management and care of obstetric, paediatric and geriatric patients

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Technology Competence

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