



PMSC12003 *Special Populations in Paramedic Practice*

Term 3 - 2018

Profile information current as at 29/04/2024 10:21 am

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 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. **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 Student Feedback

Feedback

Expert on-road paramedic experiences could be included in lectures.

Recommendation

Update lectures to include experiences of on-road paramedic staff.

Feedback from Student Feedback

Feedback

There did not seem to be enough material on geriatrics as this cohort of patients makes up the majority of pre-hospital workload.

Recommendation

Update geriatric material to be more in-depth.

Feedback from Student Feedback

Feedback

Part B of Assessment 2 was confusing, especially being part of the same Assessment Item as the OSCEs, when they were not connected.

Recommendation

Add a third assessment item to have the Scenario Report as a separate Assessment Item. More information provided to students with some exemplars to assist students' understanding of requirements.

Feedback from Student Feedback

Feedback

A 3 day residential school is too short, especially since 1 day is dedicated to assessments.

Recommendation

Work towards increasing Residential School length to 4 days.

Feedback from Student Feedback

Feedback

Quiz time frames were too short.

Recommendation

Increase time frame to 45 minutes to allow for short answer question responses.

Feedback from Student Feedback and Personal Observation

Feedback

Some of the quiz questions were confusing and ambiguous.

Recommendation

Quiz questions will be revised and adjusted as needed.

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

 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	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	•	•	•
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: Paperback

PMSC12003

Supplementary

PMSC12003 Special Populations in Paramedic Practice

Edition: 1st (2012)

Authors: Richard Beebe and Jeffrey C. Myers

Cengage Learning Australia

New York , USA

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

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

Ian De Jonge Unit Coordinator

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Andrew Hodgetts Unit Coordinator

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Schedule

Week 1 - 05 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Normal Pregnancy. Normal Childbirth.	PMSC12003 Special Populations Text Book - Part 2 Extract 3 & Extract 5. Curtis & Ramsden Chapter 35.	Web-based resources. Pre-Recorded lectures.

Week 2 - 12 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Complications of Pregnancy. Complications of Childbirth.	PMSC12003 Special Populations Text Book - Part 2 - Extract 4.	Web-based resources. Pre-Recorded lectures.

Week 3 - 19 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Care of the Normal Newborn. Special Considerations in Neonatology. Paediatrics Overview.	PMSC12003 Special Populations Text Book - Extract 6. PMSC12003 Special Populations Text Book - Part 2, Extract 7. Curtis & Ramsden Chapter 36.	Web-based resources. Pre-Recorded lectures.

Week 4 - 26 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Assessment of a Stable Child. The Critically Ill Child.	PMSC12003 Special Populations Text Book - Part 3 Extract 8 & Extract 9	Web-based resources. Pre-Recorded lectures. Quiz One: DUE 30/11/2018

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
Paediatric Medical Emergencies.	PMSC12003 Special Populations Text Book - Part 3 Extract 10. Curtis & Ramsden Chapter 36.	Web-based resources. Pre-Recorded lectures.

Week 6 - 17 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Paediatric Trauma. Child Abuse or Neglect.	Curtis & Ramsden Chapter 40. PMSC12003 Special Populations Text Book - Part 3 Extract 11.	Web-based resources. Pre-Recorded lectures

Week 7 - 31 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Geriatrics.	PMSC12003 Special Populations Text Book - Part 4 Extract 12. Curtis & Ramsden Chapter 39.	Web-based resources. Pre-Recorded lectures Quiz Two: DUE 04/01/2019

Week 8 - 07 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Geriatrics. Death & Dying. Elder Abuse.	PMSC12003 Special Populations Text Book - Part 4 Extract 12. Curtis & Ramsden Chapter 53, p. 1382 - 1384. Curtis & Ramsden Chapter 40.	Web-based resources. Pre-Recorded lectures

Week 9 - 14 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Patients with Special Challenges. Death & Dying in Special Circumstances.	PMSC12003 Special Populations Text Book - Part 4 Extract 3. Curtis & Ramsden Chapter 5 and Chapter 38. Curtis & Ramsden Chapter 53.	Web-based resources. Pre-Recorded lectures

Week 10 - 21 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Revision.		

Week 11 - 28 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Quiz Three: DUE 01/02/2019.

Week 12 - 04 Feb 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Topic Quiz.

Assessment Type

Online Quiz(zes)

Task Description

You will complete three (3) separate online quizzes. Each quiz may consist of multiple choice questions, True/False, Sequence questions and/or Short Answer questions, exploring content included in the unit (such as but not limited to, lecture materials, online modules, links & required readings).

Content for the quizzes is based on previous weeks' topics (as detailed in the schedule) and will test your ability to explain the major anatomical and physiological changes that occur during pregnancy and their clinical relevance; and explain the anatomical and physiological differences in paediatric and geriatric patients and their clinical relevance.

QUIZ ONE: Available from the 23rd November 2018. DUE 30th November 2355hrs.

QUIZ TWO: Available from the 21st December 2018. DUE 4th January 2019 2355hrs.

QUIZ THREE: Available from the 18th January 2018. DUE 1st February 2019 2355hrs.

Number of Quizzes

3

Frequency of Quizzes

Other

Assessment Due Date

Quiz One: DUE 30/11/2018; Quiz Two: DUE 04/01/2019; Quiz Three: DUE 01/02/2019.

Return Date to Students

Students will receive feedback via the Moodle Website within 2 weeks post completion.

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

There are three quizzes, each quiz is worth 10%. Marks are awarded if a question is answered correctly and the total marks are tallied after each quiz has been attempted. Non-attempts will score a zero mark.

Quizzes are open-book, so the use of Clinical Practice Guidelines, book chapters and journal articles etc. are allowed.

Please take note that this is an individual assessment. Collaboration is not allowed and may lead to disciplinary action.

Each quiz will have a specific time limit imposed to complete the quiz.

In the absence of an approved extension, there will be no opportunity to complete the task after the due date, and there will be no opportunity to apply a late penalty of five percent per day. Quizzes may not be re-attempted.

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 Residential School

Assessment Type

Practical Assessment

Task Description

Task Description

This assessment will consist of four (4) Objective Structured Clinical Examinations (OSCE). There will be four (4) separate OSCE stations each designed to assess knowledge and practical skills acquired during this course.

There will be one (1) short case OSCE where students will be allocated 10 mins to complete the assessment. The short case assessment may consist of one of the following assessment types:

- : Voice Viva
- : Skills Station/s
- : Fill in the blanks
- : Quiz

There will also be two (2) long case OSCE's where students will be allocated up to 20 mins to complete the assessment. Each long 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

The final OSCE will be a Scenario Report wherein the student will be allocated up to 20 minutes to complete a written scenario for a condition specific to one of the populations that this course is based on. A template will be provided and the student will need to fill out details for a given case including;

- Dispatch details
- Patient presentation
- Patient primary survey
- Patient vital signs survey/s
- Patient SAMPLE history
- Patient tertiary assessments (pain, respiratory, perfusion, neurological, head to toe)
- Expected clinical pathway

The case type will be provided to the student at the beginning of the assessment and the report will be completed under exam conditions (e.g. no electronic devices).

Assessment Due Date

The Practical Assessment will take place during the Residential School.

Return Date to Students

2 weeks post Residential School and Submission of Report.

Weighting

70%

Minimum mark or grade

50%

Assessment Criteria

Assessment Criteria

The short case OSCE will be worth 15% of the mark for this assessment piece.

The scenario report OSCE will be worth 15% of the mark for this assessment piece.

The long case OSCE's will each be worth 20% of the mark for this assessment piece.

No resits of any OSCE assessment will be offered and in order to pass this assessment, students will need to achieve an cumulative pass mark of 50% for all four OSCE assessments.

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 in this unit will be classed as anything, by act or omission, that causes immediate harm or has 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 joule delivered during defibrillation
- Defibrillation of a non-shockable rhythm
- Failure to recognise a cardiac arrest within 1 minute
- Failure to defibrillate a shockable rhythm within 2 minutes
- Failure to perform a complete drug check
- Incorrect sharps disposal or unsafe practice with a sharp
- Performing a skill or procedure outside the scope of practice taught to you in PMSC11002, PMSC12001 or PMSC12004
- Administering pharmacology that is outside your scope of practice, or administering an incorrect drug or drug dose.
- 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 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