



# PMSC12003 *Special Populations in Paramedic Practice*

## Term 2 - 2022

Profile information current as at 29/04/2024 07:13 am

All details in this unit profile for PMSC12003 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

In this unit you will develop the capacity to engage with, assess, and manage obstetrics and paediatric patients. Upon completion of this unit, you will be able to draw upon your knowledge of pathophysiology, epidemiology, and aetiology to provide professional, situational, and culturally appropriate treatment pathways for managing these special populations.

### 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-requisite - PMSC12001 Procedures and Skills in Paramedic Practice, PMSC11004 Paramedic Medical Emergencies 1 and 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 - 2022

- 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. **Written Assessment**

Weighting: 40%

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

Weighting: 20%

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

Weighting: 40%

#### 4. **Practical Assessment**

Weighting: Pass/Fail

### 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. 9/32 students who responded to the unit evaluation made comments in this area.

**Feedback**

28% of student feedback made reference to the fact that the 3 day residential school is too short to cover the required content.

**Recommendation**

Extend the PMSC12003 residential school from 3 days to 4 days starting in the 2022 academic year. This issue was addressed midyear and has been approved by Head of Course and timetabling.

## Feedback from Student Feedback 1/32

**Feedback**

Timetabling needs to be improved in relation to placements.

**Recommendation**

Early communication with students regarding the complexities of juggling course work with placement commitments. Whilst we have limited control over when these will be timetabled, giving students avenues through CQU for assistance in this area would be beneficial.

## Feedback from Student feedback 1/32

**Feedback**

Further assistance with drugs, specifically drawing up and the fine dexterity skills.

**Recommendation**

Implement a focus on drugs and the specifics of drawing up, drug calculations and dexterity skills into all sessions of residential schools. Extending the residential school to 4 days will also help provide the additional time needed to ensure this is covered well.

## Feedback from Student Feedback 2/32

**Feedback**

Alternative solutions made for those unable to attend residential school due to COVID.

**Recommendation**

Unfortunately, due to the nature of the hands on practical component of the residential school it is unfeasible at this point in time to offer an alternate solution. What can be achieved is ensuring there is excellent communication regarding this, and changes and accommodations can be made last minute as situations fluidly change. It is also imperative to ensure the mental health of these students as these are unprecedented times adding potential stressors to student.

## Feedback from Student Feedback 1/32

**Feedback**

Written assignment was not handed back as stated on unit profile and assignment was marked harshly.

**Recommendation**

Every effort was made to get assessment items back to students on or before time. Feedback was generally positive in this area, with all quizzes back within a few days. The written assessments were held up by 2 days due to unforeseen circumstances of one of the markers. Marking also fell in the middle of residential schools, so this could be addressed moving forward, and will be of particular importance with the movement of residential schools next year. Every effort was made to ensure fair marking of assessments. Clear guidelines were provided by the unit coordinators to all markers prior to marking assessments. All markers who were involved in marking the Written Assessment were provided with the same three assessments to mark blindly prior to commencing marking overall. All markers met and discussed results to ensure consistency and transparency, with issues with the remainder of the marking. Any fail marks were moderated by unit coordinators.

## Feedback from Student Feedback 1/32

**Feedback**

Additional content for students who want further extension.

**Recommendation**

We are endeavouring to incorporate more videos from midwives and obstetricians alike to give actual de-identified case studies to improve student understanding and application.

## Feedback from Student Satisfaction Scores

**Feedback**

Assessment feedback satisfaction has dipped slightly from 4.8 to 4.7 over the past year.

### Recommendation

This will be taken into consideration moving forward, with more streamlined and consistent feedback being provided for all assessments, especially when there are numerous markers of the same assessments. The unit coordinators have already discussed recording a session which details assessment feedback, particularly for the quiz aspect of assessments.

## Unit Learning Outcomes

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

1. Analyse and apply the pathophysiology to antenatal patients through all stages of pregnancy, including intrapartum and post-partum
2. Analyse and apply the knowledge of key growth, anatomical and physiological differences when assessing paediatric patients
3. Integrate theoretical knowledge in the clinical assessment of common and emergent obstetric and paediatric conditions
4. Demonstrate the application of clinical skills, interventions, and pharmacology in the management of obstetric and paediatric patients in the pre-hospital environment
5. Employ the principles of effective communication when dealing with paediatric and obstetric patients, with consideration of culturally appropriate, ethical, and professional behaviours required of the registered paramedic.

It is now a requirement of Paramedic registration, to align with the AHPRA accreditation guidelines. These are broken down into five domains. Below aligns the proposed learning outcomes with these domains, with each domain also listed below:

**Learning outcome 1** aligns with professional capabilities for registered paramedics **Domain 1, 2, 3 & 5**

**Learning outcome 2** aligns with professional capabilities for registered paramedics **Domain 1, 2, 3 & 5**

**Learning outcome 3** aligns with professional capabilities for registered paramedics **Domain 1, 2, 3, 4 & 5**

**Learning outcome 4** aligns with professional capabilities for registered paramedics **Domain 1, 2, 3, 4 & 5**

**Learning outcome 5** aligns with professional capabilities for registered paramedics **Domain 1, 2, 3, 4 & 5**

### Domain 1 - Professional and ethical conduct

- Practice ethically and professionally, consistent with relevant legislation and regulatory requirements
- Provide each patient with an appropriate level of dignity and care

### Domain 2 - Professional communication and collaboration

- Communicate clearly, sensitively and effectively with patient and other relevant people

### Domain 3 - Evidence-based practice and professional learning

- Make informed and reasonable decisions
- Use clinical reasoning and problem-solving skills to determine clinical judgements and appropriate actions
- Draw on appropriate knowledge and skills in order to make professional judgements

### Domain 4 - Safety, risk management and quality assurance

- Protect and enhance patient safety
- Maintain safety of self and others in the work environment

### Domain 5 - Paramedicine practice

- Assess and monitor the patient capacity to receive care
- Understand the key concepts of the bodies of knowledge which are specifically relevant to paramedicine practice
- Conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely
- Formulate specific and appropriate patient care and treatment actions

## 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	4	5
1 - Written Assessment - 40%	•		•		
2 - Online Quiz(zes) - 20%	•	•			
3 - Online Quiz(zes) - 40%			•	•	
4 - Practical Assessment - 0%				•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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					

## Textbooks and Resources

### Textbooks

PMSC12003

#### Supplementary

##### **Midwifery, Preparation for Practice**

Edition: 4th (2018)

Authors: Sally Pairman, Sally K. Tracy, Hannah Dahlen & Lesley Dixon

Elsevier

Chatswood , NSW , Australia

ISBN: 9780929542678

Binding: Paperback

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#### Supplementary

##### **Textbook of Paediatric Emergency Medicine**

Edition: 3rd (2019)

Authors: Peter Cameron, Gary Browne, Biswadev Mitra, Stuart Dalziel & Simon Craig

Elsevier

Great Britain

ISBN: 978-0-7020-7305-2

Binding: Paperback

#### **Additional Textbook Information**

Links to the textbooks will be provided in the e-reading list on the unit Moodle page. . If you would like your own copy, you can purchase both paper and eBook copies at the CQUni Bookshop here:

<http://bookshop.cqu.edu.au> (search on the Unit code).

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

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

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Ashley Denham** Unit Coordinator

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**Shelley Burston** Unit Coordinator

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## Schedule

### Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
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<u>Introduction to the obstetric patient</u>	Pairman, S., Tracy, S., Dahlen, H. G., & Dixon, L. (2019). Midwifery: preparation for practice (4e.. ed.). Book 2. • Maternal changes associated with pregnancy, Chapter 18, pp. 394 - 401. • Historical Health Review, Chapter 18, pp.449 • Physiological changes of pregnancy, Chapter 21, pp.474-479.	Web-based resources. Pre-recorded lectures
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## Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
<u>History Taking in the obstetric patient</u> <u>Complications of pregnancy</u>	Pairman, S., Tracy, S., Dahlen, H. G., & Dixon, L. (2019). Midwifery: preparation for practice (4e.. ed.). Chatswood. • Bleeding in early pregnancy, Chapter 35, pp.812-824 • Preeclampsia, Chapter 35, pp 852 - 857 • HELLP and Eclampsia, Chapter 38, pp.972 - 974	Web-based resources. Pre-recorded lectures

## Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
<u>Normal Cephalic Delivery</u> <u>Cultural considerations in obstetrics</u>	Pairman, S., Tracy, S., Dahlen, H. G., & Dixon, L. (2019). Midwifery: preparation for practice (4e.. ed.). Chatswood. • Applied physiology of labour and birth, Chapter 22, pp. 485 - 500 McLelland, G., McKenna, L., Morgans, A., & Smith, K. (2018). Epidemiology of unplanned out-of-hospital births attended by paramedics. <i>BMC pregnancy and childbirth</i> , 18(1), 1-9.	Web-based resources. Pre-recorded lectures

## Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
<u>Obstetric Emergencies #1</u> • Placenta Previa • Placental Abruption • Breech Delivery • Shoulder Dystocia	Pairman, S., Tracy, S., Dahlen, H. G., & Dixon, L. (2019). Midwifery: preparation for practice (4e.. ed.). Chatswood. • Life-Threatening emergencies, Chapter 38, pp.943-956 • Breech Presentation, Chapter 34, pp. 790 - 804 • Placental Abruption, Chapter 35, 821 - 823	Web-based resources. Pre-recorded lectures

## Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
<u>Obstetric Emergencies #2</u> • Neonatal Resuscitation • Primary Post-partum haemorrhage • Secondary Post-partum haemorrhage • Uterine Inversion • Uterine Rupture	Pairman, S., Tracy, S., Dahlen, H. G., & Dixon, L. (2019). Midwifery: preparation for practice (4e.. ed.). Chatswood. • Maternal Life-Threatening Conditions, Chapter 38, pp. 956 - 966	Web-based resources. Pre-recorded lectures

## Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
No content		

**Week 6 - 22 Aug 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<u>Special considerations in neonatal and obstetric patients</u> <ul style="list-style-type: none"> <li>• Postnatal depression</li> <li>• Caring for bereaved families</li> <li>• Neonatal conditions</li> </ul>	Pairman, S., Tracy, S., Dahlen, H. G., & Dixon, L. (2019). <i>Midwifery: preparation for practice</i> (4e.. ed.). Chatswood. <ul style="list-style-type: none"> <li>• Postnatal Depression, Chapter 39, pp, 1005 - 1008</li> </ul>	Web-based resources. Pre-recorded lectures

**Week 7 - 29 Aug 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<u>Introduction to paediatrics</u>	Cameron, P., Browne, G. J., Mitra, B., Dalziel, S., & Craig, S. (Eds.). (2018). <i>Textbook of paediatric emergency medicine</i> . Elsevier Health Sciences. <ul style="list-style-type: none"> <li>• Approach to the paediatric patient, Chapter 1.1, pp, 1-11</li> </ul>	Web-based resources. Pre-recorded lectures
	Walker, A., & Hanna, A. (2020). Kids Really Are Just Small Adults: Utilizing the Pediatric Triangle with the Classic ABCD Approach to Assess Pediatric Patients. <i>Cureus</i> , 12(3).	<b>Written Assessment Case Study</b> Due: Week 7 Friday (2 Sept 2022) 5:00 pm AEST

**Week 8 - 05 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<u>Paediatric Respiratory Conditions</u> <ul style="list-style-type: none"> <li>• Asthma</li> <li>• Croup</li> <li>• Epiglottitis</li> <li>• Foreign Body airway obstruction</li> </ul>	Cameron, P., Browne, G. J., Mitra, B., Dalziel, S., & Craig, S. (Eds.). (2018). <i>Textbook of paediatric emergency medicine</i> . Elsevier Health Sciences. <ul style="list-style-type: none"> <li>• Inhaled foreign body, Chapter 6.3, pp, 160-161</li> <li>• Croup, Chapter 6.4, pp, 161-164</li> <li>• Acute asthma, Chapter 6.5, pp, 165-170</li> <li>• Bronchiolitis, Chapter 6.8, pp, 176-178</li> </ul>	Web-based resources. Pre-recorded lectures

**Week 9 - 12 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<u>Paediatric Medical Conditions</u> <ul style="list-style-type: none"> <li>• Abdominal conditions</li> <li>• Anaphylaxis and severe allergic reaction</li> <li>• Meningococcal</li> <li>• Sepsis</li> <li>• Diabetes</li> </ul>	Cameron, P., Browne, G. J., Mitra, B., Dalziel, S., & Craig, S. (Eds.). (2018). <i>Textbook of paediatric emergency medicine</i> . Elsevier Health Sciences. <ul style="list-style-type: none"> <li>• Shock, Chapter 2.5, pp, 41-43</li> <li>• Sepsis recognition and initial management, Chapter 2.6, pp, 43-45</li> <li>• Diabetic emergencies in children, Chapter 10.3, pp, 281-283</li> </ul>	Web-based resources. Pre-recorded lectures  <b>Obstetric and Paediatric Quiz</b> Due: Week 9 Friday (16 Sept 2022) 11:55 pm AEST

**Week 10 - 19 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<u>Paediatric Neurological Conditions</u> <ul style="list-style-type: none"> <li>• Altered Level of Consciousness</li> <li>• Paediatric Glasgow Coma Scale</li> <li>• Seizures</li> <li>• Stroke</li> </ul>	Cameron, P., Browne, G. J., Mitra, B., Dalziel, S., & Craig, S. (Eds.). (2018). <i>Textbook of paediatric emergency medicine</i> . Elsevier Health Sciences. <ul style="list-style-type: none"> <li>• Seizures and non-epileptic events, Chapter 8.3, 243-247</li> <li>• Headache, Chapter 8.6, 259-264</li> </ul>	Web-based resources. Pre-recorded lecture

**Week 11 - 26 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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### Paediatric resuscitation

### Special considerations in paediatric patients

- Child abuse and neglect
- Childhood immunisations

Cameron, P., Browne, G. J., Mitra, B., Dalziel, S., & Craig, S. (Eds.). (2018). *Textbook of paediatric emergency medicine*. Elsevier Health Sciences.

- Crisis Intervention, Chapter 18, 439-444
- Administration in EMS, Chapter 19, 445- 450

Web-based resources. Pre-recorded lecture

**Management and Drug Calculation quiz** Due: Week 11 Friday (30 Sept 2022) 11:55 pm AEST

## Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
<u>Communication considerations in paediatric populations</u>	Lord, C., Elsabbagh, M., Baird, G., & Veenstra-Vanderweele, J. (2018). Autism spectrum disorder. <i>The lancet</i> , 392(10146), 508-520.	Web-based resources. Pre-recorded lecture

## Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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## Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

You are required to attend a compulsory Residential School for this unit. You must nominate your preferred Residential School location through MyCQU, under My Timetable in the My Units tab. Numbers at Residential Schools are capped and a position at your preferred Residential School is not guaranteed. Geographical proximity to and previous attendance at a particular Residential School location does not guarantee placement at your preferred location. The unit coordinator will play no role in assisting in residential school changes if you did not receive your preferred residential school allocation.

You must allocate for your preferred residential school by the end of week four of the term. If student numbers are considered low at a particular school, you may be requested to change the date of your attendance to enhance the overall student experience. A student will not be asked to change residential school location if they have been nominated correctly before week four.

Attendance at Residential School is compulsory and you must attend 100% of your Residential School days. If for any reason, you cannot participate in a day at Residential School, you must immediately notify the Unit Coordinators and provide appropriate evidence, as per Assessment Policy and Procedure, to justify your absence. You will be responsible for making arrangements with the Unit Coordinators to make up for all missed learning and assessments.

## Assessment Tasks

### 1 Written Assessment Case Study

#### Assessment Type

Written Assessment

#### Task Description

For this assessment, you will be provided with an obstetric case study. You will be required to answer a series of questions relating to the case study and incorporate knowledge relating to:

- Pathophysiology
- Aetiology
- Clinical presentation
- Clinical assessment related to the pathophysiology

This assessment aligns with the relevant unit learning outcomes.

#### Assessment Due Date

Week 7 Friday (2 Sept 2022) 5:00 pm AEST

This assessment must be submitted via the unit moodle page under the written assessment case study tab

**Return Date to Students**

Week 9 Friday (16 Sept 2022)

2 weeks after due date

**Weighting**

40%

**Minimum mark or grade**

50%

**Assessment Criteria**

Please see the Moodle for a detailed rubric, however, broadly you will be assessed on:

- Knowledge of pathophysiology of a specific obstetric condition.
- Application of pathophysiology to clinical presentation.
- Understanding of aetiology of numerous obstetric conditions.

Please write your assessment using the following style and format and then upload it to the PMSC12003 Moodle page under the Case Study link in the Assessment tab.

**Presentation:**

Your assessment should be formatted on A4 International Standard paper with margins of 2.54cm. Arial font and size set to 12 point, and line spacing set to 1.5.

**Format:**

Cover page: a cover page must be included for this assessment in the following format:

- Assessment name
- Unit number and name (PMSC12003 Special Populations in Paramedic Practice)
- Your name
- Student number
- Word count (not including cover page, headings, in-text references and reference page)
- Assessment due date (if you have an approved extension this needs to be noted here)

Body of assessment:

- Headings may be used (i.e. Provisional Diagnosis, Definition, Pathophysiology etc.)
- Appropriately referenced using the APA 7th Edition format

Reference page:

- The reference list must be on a separate page at the end of your assessment
- References must be listed using the APA 7th Edition format

The word limit for this assessment is 2000 words (+/-10%, not including cover page, headings, in-text references and reference page).

The assessment will be marked against a rubric, which will be available on the Moodle page.

You must provide a reference list of no less than 7 reference sources, published after 2012, which can include peer-reviewed scientific journal articles, Australian and/or New Zealand ambulance service guidelines, expert textbooks and websites, as appropriate.

**In the absence of an approved extension, a penalty of 5% of the total marks for the assessment will be deducted for each full or part calendar day the assessment is overdue, in accordance with the Assessment Policy and Procedure.**

**The pass mark for this assessment is 50%**

**This written assessment will be worth 40% of the total percentage mark for this unit.**

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Analyse and apply the pathophysiology to antenatal patients through all stages of pregnancy, including intrapartum and post-partum
- Integrate theoretical knowledge in the clinical assessment of common and emergent obstetric and paediatric conditions

## 2 Obstetric and Paediatric Quiz

### Assessment Type

Online Quiz(zes)

### Task Description

For this assessment you will be required to undertake an online quiz. The quizzes will be accessed through the unit Moodle page under the Assessment tab.

The quiz is designed to assess your knowledge and understanding of content delivered during Week 1 to Week 8 inclusive and includes both obstetric and paediatric questions. This quiz will be a combination of multiple-choice, true/false and short answer questions. There will be a strong focus on pathophysiology, growth and development of these patients through the stages of obstetric and paediatric development. It will also involve questions around the key conditions that have been covered during the allocated weeks.

The quiz will be available from Monday 12th September until Friday 16th September at 11:55pm AEST.

### Number of Quizzes

1

### Frequency of Quizzes

### Assessment Due Date

Week 9 Friday (16 Sept 2022) 11:55 pm AEST

Quiz opens on Monday 12th September 2022 and must be completed by Friday 16th September 2355 AEST

### Return Date to Students

Results returned 2 weeks after closing date

### Weighting

20%

### Minimum mark or grade

50%

### Assessment Criteria

This quiz is worth 20% of the total mark for the unit. 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, 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. When the time for the quiz expires, any open attempt are automatically submitted. You must therefore commence the quiz allowing the appropriate amount of time to complete the attempt.

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 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Analyse and apply the pathophysiology to antenatal patients through all stages of pregnancy, including intrapartum and post-partum
- Analyse and apply the knowledge of key growth, anatomical and physiological differences when assessing paediatric patients

## 3 Management and Drug Calculation quiz

### Assessment Type

Online Quiz(zes)

### Task Description

This quiz will involve a combination of multiple-choice and short answer questions. It will primarily cover the assessment and management of paediatric and obstetric patients. The quiz will involve case studies that will require drug calculations and will require critical thinking in your application of knowledge.

For this assessment, you will be required to undertake an online quiz. This quiz will be accessed through the unit Moodle

page under the Assessment tab.

The quiz is designed to assess your knowledge and understanding of content delivered from Week 1 to Week 11 inclusive and includes both obstetric and paediatric questions. This quiz will be a combination of multiple-choice, true/false and short answer questions. There will be a strong focus on pathophysiology, clinical assessment, management and pharmacology of obstetric and paediatric conditions.

The quiz will be available from Monday 26th September until Friday 30th September, 2022 at 11:55pm AEST.

**Number of Quizzes**

1

**Frequency of Quizzes****Assessment Due Date**

Week 11 Friday (30 Sept 2022) 11:55 pm AEST

Quiz will be opened on Monday 26th September and must be completed by Friday 30th September 11:55hrs

**Return Date to Students**

Results returned two weeks after closing date

**Weighting**

40%

**Minimum mark or grade**

50%

**Assessment Criteria**

This quiz is worth 40% of the total mark for the unit. 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.

The quiz is open-book, so the use of Clinical Practice Guidelines, book chapters, journal articles etc are allowed. Please take note that this is an individual assessment. Collaboration is not allowed and may lead to disciplinary action.

There will be a specific time limit imposed to complete the quiz. When the time for the quiz expires, any open attempt are automatically submitted. You must therefore commence the quiz allowing the appropriate amount of time to complete the attempt.

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 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Integrate theoretical knowledge in the clinical assessment of common and emergent obstetric and paediatric conditions
- Demonstrate the application of clinical skills, interventions, and pharmacology in the management of obstetric and paediatric patients in the pre-hospital environment

## 4 Practical Assessment

**Assessment Type**

Practical Assessment

**Task Description**

This assessment is a Pass/Fail Assessment.

This is an Objective Structured Clinical Examination (OSCE), which will be conducted at the Residential School. There will be three (3) OSCE stations, each designed to assess your knowledge and practical skills acquired during this unit.

There will be two (2) short case OSCE stations and one (1) long case.

The first short case is a quiz. You will be allocated 10 minutes and this will include a mix of obstetric and paediatric questions from all practical content covered within PMSC12003.

There will also be one (1) short case and one (1) long case OSCE station. You will be allocated 15 and 20 minutes respectively to complete the assessment. The short and long case OSCE will be delivered 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, pharmacology and skills.

- Overall patient and scene management.

Feedback for the short and long cases will be provided AFTER the residential school. Further information will be given to students upon arrival at the residential school.

### **Assessment Due Date**

The Practical Assessment will take place during the Residential School

### **Return Date to Students**

2 weeks post Residential School

### **Weighting**

Pass/Fail

### **Minimum mark or grade**

50%

### **Assessment Criteria**

The Assessment Rubric will be provided on the unit Moodle page. The result from each OSCE will be added together to form a cumulative mark across all 3 assessment items you complete on the day. This will determine the pass/fail result. You will be required to achieve an overall score of 50% to achieve a pass mark. Due to being awarded a cumulative mark, there will be no opportunity for any re-sits.

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 and/or any procedure/skill or pharmacology administered, that is performed outside your scope of practice.

During any form of assessment, if any of the following critical errors are witnessed the assessment will continue and be moderated. Upon review and confirmation of a critical error, no marks will be awarded for that assessment item.

Furthermore, any critical error discovered on review or moderation will result in no marks being awarded for that assessment item.

Critical errors are as follows:

- Unsafe defibrillation
  - Incorrect joules delivered during defibrillation
  - Defibrillation of a non-shockable rhythm
  - Failure to recognise a cardiac arrest within one (1) minute
  - Failure to defibrillate a shockable rhythm within two (2) minutes
  - Failure to perform a complete drug check, including dose, volume, indications and all contraindications
  - Failure to check indications and contra-indications before performing a skill or procedure
  - Incorrect sharps disposal or unsafe practice with a sharp
  - Performing a skill or procedure outside your scope of practice
  - Administering pharmacology 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 clarify with your unit coordinator.

**Failure to attempt/undertake an assessment task will result in a fail for this assessment.**

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

No submission method provided.

### **Learning Outcomes Assessed**

- Demonstrate the application of clinical skills, interventions, and pharmacology in the management of obstetric and paediatric patients in the pre-hospital environment
- Employ the principles of effective communication when dealing with paediatric and obstetric patients, with consideration of culturally appropriate, ethical, and professional behaviours required of the registered paramedic.

## 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