PMSC12003 *Special Populations in Paramedic Practice*

Term 2 - 2023

Profile information current as at 12/10/2024 12:20 pm

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 - 2023

- 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).

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 (2 students)

Feedback
Students reported a lack of time for practical application of paediatric scenarios during the residential school.

Recommendation
Ensure academic-to-student ratios are adhered to on all campuses. Incorporate student led scenarios, allowing for more scenarios to be run concurrently and therefore more exposure in the primary care role for all students.

Feedback from Student feedback (4 students)

Feedback
Unit reported by students to be content heavy, however, this was offset by well-structured lectures, resources and regular zoom sessions making it manageable.

Recommendation
Maintain communication and encouragement to students to be aware of the content load in PMSC12003, promoting the need to be organised and to stay on top of workload. This is particularly relevant given that most students also attend there first on road placement during this semester.

Feedback from Student feedback (1 student)

Feedback
Consideration for PMSC12003 to be split into two separate units within the degree structure.

Recommendation
Consider team discussion around the structure of the degree and whether it would be achievable for obstetrics and paediatrics to be covered individually due to the large amount of content covered within each topic.

Feedback from Student feedback (15 students)

Feedback
Students reported a positive residential school experience outlining clear expectations, structure and learning materials that created an learning environment that was less intimidating than previous residential schools.

Recommendation
Continue to provide clear residential school outlines and incorporate the revision workbooks for all students at the beginning of residential schools. Encourage all campuses to use the smaller group student-run scenarios as this creates a less intimidating environment for learning.

Feedback from Student feedback (6 students)

Feedback
Students reported a unit structure that flowed easily and assisted with consolidation of knowledge as each week progressed.

Recommendation
Continue to use and build on the current unit structure which was well received by students.

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 a requirement of the Paramedicine Board of Australia that units align with the Australian Health and Practitioner Regulation Agency (AHPRA) Professional Capabilities for Registered Paramedics. These are broken down into five (5) domains. Below aligns the learning outcomes with these domains. In addition, the learning outcomes have also been aligned with the National Safety and Quality Health Service (NSQHS) Standards.

Professional Capabilities for a Registered Paramedic

The Paramedicine Board of Australia is responsible for assessing, consulting on and setting the standards for paramedics practicing in Australia. These standards and relevant domains are articulated in the Professional Capabilities for a Registered Paramedic document. The learning outcomes of this unit are matched to the relevant capabilities.

Standard/Attribute/Criteria	Learning Outcomes
Domain 1: The professional and ethical practitioner 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.1.10, 1.1.11, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2	LO1, LO2, LO3, LO4, LO5
Domain 2: The communicator and collaborator 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.2.1, 2.2.2, 2.2.3, 2.2.5, 2.2.6	LO4, LO5
Domain 3: The evidence-based practitioner 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.4.2	LO1, LO2, LO3, LO4, LO5
Domain 4: The safety and risk management practitioner 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.2, 4.5.3	LO2, LO3, LO4, LO5
Domain 5: The paramedic practitioner 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.2.1, 5.2.3, 5.2.4, 5.2.5, 5.3.1, 5.3.2, 5.3.4, 5.3.5, 5.3.6, 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.4.6, 5.6.1, 5.6.2, 5.6.3, 5.6.4	LO1, LO2, LO3, LO4, LO5

National Safety and Quality Health Service Standards

The Australian Commission on Safety and Quality in Health Care Standards developed in this unit are:

Standard	Learning Outcomes
Clinical Governance	LO1, LO2, LO3, LO4
Partnering with Consumers	LO2, LO3, LO4, LO5
Preventing and Controlling Infections	LO2, LO3, LO4, LO5
Medication Safety	LO4, LO5
Comprehensive Care	LO1, LO2, LO3, LO4, LO5
Communicating for Safety	LO4, LO5
Recognising and Responding to Acute Deterioration	LO3, LO4, LO5

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	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

Prescribed

Textbook of Adult Emergency Medicine
(2020)
Authors: Cameron, P. , Little, M. ,Mitra, B. & Conor, D.
Elsevier
Sydney , NSW , Australia
ISBN: 9780702076244
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 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Ashley Raeside Unit Coordinator
a.raeside@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the obstetric patient	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

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic

History Taking in the obstetric patient Complications of pregnancy	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 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Normal Cephalic Delivery Cultural considerations in obstetrics	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. *BMC pregnancy and childbirth*, *18*(1), 1-9.	Web-based resources. Pre-recorded lectures

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Obstetric Emergencies #1 • Placenta Praevia • 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 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Obstetric Emergencies #2 • 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 - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
No content		

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Special considerations in neonatal and obstetric patients • Postnatal depression • Caring for bereaved families • Neonatal conditions	Pairman, S., Tracy, S., Dahlen, H. G., & Dixon, L. (2019). Midwifery: preparation for practice (4e.. ed.). Chatswood. • Postnatal Depression, Chapter 39, pp, 1005 - 1008	Web-based resources. Pre-recorded lectures

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Introduction to paediatrics	Cameron, P., Browne, G. J., Mitra, B., Dalziel, S., & Craig, S. (Eds.). (2018). *Textbook of paediatric emergency medicine*. Elsevier Health Sciences. • Approach to the paediatric patient, Chapter 1.1, pp, 1-11 Walker, A., & Hanna, A. (2020). Kids Really Are Just Small Adults: Utilizing the Pediatric Triangle with the Classic ABCD Approach to Assess Pediatric Patients. *Cureus*, *12*(3).	Web-based resources. Pre-recorded lectures

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Paediatric Respiratory Conditions • Asthma • Croup • Epiglottitis • Foreign Body airway obstruction	Cameron, P., Browne, G. J., Mitra, B., Dalziel, S., & Craig, S. (Eds.). (2018). *Textbook of paediatric emergency medicine*. Elsevier Health Sciences. • Inhaled foreign body, Chapter 6.3, pp, 160-161 • Croup, Chapter 6.4, pp, 161-164 • Acute asthma, Chapter 6.5, pp, 165-170 • Bronchiolitis, Chapter 6.8, pp, 176-178	Web-based resources. Pre-recorded lectures **Written Assessment Case Study** Due: Week 8 Monday (4 Sept 2023) 9:00 am AEST

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Paediatric Medical Conditions • Abdominal conditions • Anaphylaxis and severe allergic reaction • Meningococcal • Sepsis • Diabetes	Cameron, P., Browne, G. J., Mitra, B., Dalziel, S., & Craig, S. (Eds.). (2018). *Textbook of paediatric emergency medicine*. Elsevier Health Sciences. • Shock, Chapter 2.5, pp, 41-43 • Sepsis recognition and initial management, Chapter 2.6, pp, 43-45 • Diabetic emergencies in children, Chapter 10.3, pp, 281-283	Web-based resources. Pre-recorded lectures

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Paediatric Neurological Conditions • Altered Level of Consciousness • Paediatric Glasgow Coma Scale • Seizures • Stroke	Cameron, P., Browne, G. J., Mitra, B., Dalziel, S., & Craig, S. (Eds.). (2018). *Textbook of paediatric emergency medicine*. Elsevier Health Sciences. • Seizures and non-epileptic events, Chapter 8.3, 243-247 • Headache, Chapter 8.6, 259-264	Web-based resources. Pre-recorded lecture **Obstetric and Paediatric Quiz** Due: Week 10 Monday (18 Sept 2023) 9:00 am AEST

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
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

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Communication considerations in paediatric populations	Lord, C., Elsabbagh, M., Baird, G., & Veenstra-Vanderweele, J. (2018). Autism spectrum disorder. *The lancet*, *392*(10146), 508-520.	Web-based resources. Pre-recorded lecture **Management and Drug Calculation quiz** Due: Week 12 Monday (2 Oct 2023) 9:00 am AEST
Review/Exam Week - 09 Oct 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Exam Week - 16 Oct 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

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 Coordinator and provide appropriate evidence, as per Assessment Policy and Procedure, to justify your absence. You will be responsible for making arrangements with the Unit Coordinator 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
- Aeitiology
- Clinical presentation
- Clinical assessment related to the pathophysiology

This assessment aligns with the relevant unit learning outcomes.

Assessment Due Date
Week 8 Monday (4 Sept 2023) 9:00 am AEST

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

Return Date to Students
Week 11 Monday (25 Sept 2023)

3 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

assessmentOutcome

- 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

assessmentGradAttribute

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 11th September 0900am until Monday 18th September 2023 at 0900am AEST.

Number of Quizzes
1

Frequency of Quizzes

Assessment Due Date
Week 10 Monday (18 Sept 2023) 9:00 am AEST

Quiz opens on Monday 11th September 2023 and must be completed by Monday 18th September 0900 AEST

Return Date to Students
Week 11 Friday (29 Sept 2023)

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

assessmentOutcome

- 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

assessmentGradAttribute

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 25th September 0900am until Monday 2nd October 2023 at 0900am AEST.

Number of Quizzes
1

Frequency of Quizzes

Assessment Due Date
Week 12 Monday (2 Oct 2023) 9:00 am AEST

Quiz will be opened on Monday 25th September and must be completed by Monday 2nd October 2023 0900hrs

Return Date to Students
Review/Exam Week Friday (13 Oct 2023)

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

assessmentOutcome

- 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

assessmentGradAttribute

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 perform a skill or procedure safely
· 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.

assessmentOutcome

- 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.

assessmentGradAttribute

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