



# PMSC13002 *Clinical Paramedic Practice 2*

## Term 1 - 2017

Profile information current as at 26/04/2024 01:57 pm

All details in this unit profile for PMSC13002 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

This unit is the second of three work-integrated learning units within the Paramedic Course, requiring you to apply clinical knowledge and skills at an intermediate level in the acute prehospital care environment. You will complete a total of four weeks of clinical placement with an approved ambulance service, spending two weeks each at rural and urban ambulance stations. With CQUniversity you have unique access to rural clinical placement locations across all regions of Queensland, from the south-west outback up to Mornington Island in the far north. Rural and remote area paramedics in these regions perform an expanded role within the healthcare system that is typically broader than that of urban paramedics, and you will experience and directly compare the operational and clinical practices of paramedics in your geographically diverse placement areas. You will also examine the healthcare needs of Aboriginal & Torres Strait Islander communities, and through own research and engagement with local communities determine best practice in culturally sensitive service delivery for Indigenous people.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Pre requisites: PMSC12002 Clinical Paramedic Practice 1 AND PMSC12003 Special Populations in Paramedic Practice.

Please note: Any student who has within the last 12 months NOT attended either a PMSC unit residential school, OR a PMSC clinical placement unit, MUST contact the Unit Coordinator to arrange repeat attendance of PMSC12001 Procedures & Skills residential school only PRIOR to undertaking clinical placement.

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 1 - 2017

- Distance

#### 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. **Professional Practice Placement**

Weighting: Pass/Fail

#### 2. **Portfolio**

Weighting: Pass/Fail

#### 3. **Presentation**

Weighting: Pass/Fail

### Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

## 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 Course evaluation.

##### Feedback

Presentation video could be reframed to focus on own learning journey and development rather than comparison of clinical delivery between placement locations.

##### Recommendation

This option is actually already one of the questions that students can choose to answer for this task, but the presentation task will be reconfigured to simplify the question options for 2017.

##### Action

Assessment tasks were refined this term to expand reflection upon own professional development within the portfolio task, where this was more seamless and a better fit. More questions were added to the presentation option this term plus the option for students to suggest their own focus should their placement locations have been particularly interesting or unusual in some way.

#### Feedback from Course evaluation.

##### Feedback

Delayed assessment feedback due to accommodating time for delayed industry feedback.

##### Recommendation

In future offerings feedback will be provided in the usual timeframes, but with a notice that industry feedback can be delayed and that later receipt of feedback can require adjustment of assessment grades.

##### Action

Feedback is provided as completed, although remains common to need to wait for more detailed industry feedback for certain students in setting of inconsistent or incomplete grading or other issues arising.

## Unit Learning Outcomes

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

1. Demonstrate clinical reasoning and practical skills within the acute prehospital care setting.
2. Compare and contrast paramedic practice in urban and rural locations, examining the expanded paramedic role within the public health system.
3. Describe contemporary issues around Indigenous health, and demonstrate best practice in culturally sensitive prehospital care.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
<b>1 - Professional Practice Placement - 0%</b>	•	•	•
<b>2 - Portfolio - 0%</b>	•	•	•

Assessment Tasks	Learning Outcomes		
	1	2	3
3 - Presentation - 0%		•	•

### 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 - Professional Practice Placement - 0%	•	•	•	•	•	•	•	•		
2 - Portfolio - 0%	•	•	•	•	•	•	•	•		
3 - Presentation - 0%	•		•	•		•	•			

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Laptop / Tablet Computer

## 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

**Lisa Hurring** Unit Coordinator

[l.hurring@cqu.edu.au](mailto:l.hurring@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Placement preparation week.	On Moodle: <ul style="list-style-type: none"><li>• Review placement-specific information.</li><li>• Review student support services information.</li><li>• Review assessment information and due dates.</li><li>• Review Clinical Placement Guidelines.</li></ul>	<ul style="list-style-type: none"><li>• Please check the time &amp; date of the pre-placement Q&amp;A tutorial during Week One.</li><li>• Ensure preparedness - placement uniform, assessment documents, PPE gear, printed documents &amp; readings.</li><li>• Complete the Placement Preparedness Checklist in Week One.</li><li>• Travel to placement location.</li></ul>

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Clinical placement: week one of Rotation One.	During downtime please work through the 'Course Readings' tab on Moodle - these are all mandatory readings for this term and are best completed before you finish placement as they assist with not only your practice but also the Presentation task.	<ul style="list-style-type: none"><li>• Week one of Rotation One.</li><li>• Complete your Rotation One workbook as you go along.</li><li>• Begin thinking about your Presentation assessment topic NOW - you will need to begin collating relevant information from your first placement location!</li><li>• Take notes on other Presentation topics too in case your Rotation Two location doesn't really suit your first choice.</li></ul>

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Clinical placement: week two of Rotation One.

If you have any issues with your paramedic mentors, or in your on-road performance, please notify the Lecturer asap. Placement Two is very brief, and due to your short stay at each location we must address issues immediately to ensure that you gain quality learning opportunities!

- Week two of Rotation One.
- Ensure your Rotation One PAPER is completed and signed by your mentors / OIC.
- Complete the PAPER checklist on the final page.
- Ensure your Rotation One workbook is complete.
- Complete the workbook checklist.
- Scan and save for submission in week 6.

#### Week 4 - 27 Mar 2017

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Free week between placement rotations.

- Free week for travel and time at home.
- Don't forget to prepare for Rotation Two, ensuring you have enough copies of necessary documentation!

#### Week 5 - 03 Apr 2017

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Clinical placement: week one of Rotation Two.

During downtime please work through the 'Course Readings' tab on Moodle - these are all mandatory readings for this term and are best completed before you finish placement as they assist with not only your practice but also the Presentation task.

- Week one of Rotation Two.
- Work through your Rotation Two workbook.
- Think about your Presentation topic and begin gathering information from this new placement location.

#### Vacation Week - 10 Apr 2017

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Clinical placement: week two of Rotation Two.

If you have any issues with your paramedic mentors, or in your on-road performance, please notify the Lecturer asap. Placement Two is very brief, and due to your short stay at each location we must address issues immediately to ensure that you gain quality learning opportunities!

- Week two of Rotation Two.
- Ensure your Placement Attendance & Performance Evaluation Report is completed and signed by your mentors / OIC.
- Complete the PAPER checklist on the final page of the PAPER.
- Ensure your Rotation One workbook is complete.
- Complete the workbook checklist.
- Scan and save for submission in week 6.

#### Week 6 - 17 Apr 2017

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Post-placement downtime. Ensure Performance Attendance & Evaluation Reports are completed and scanned for submission.

**A note on assessment due dates:**

Due dates are derived directly from your *actual* placement dates; for example, your PAPERS are due on the first Friday following Rotation Two. The dates marked within this Course Profile are the standard dates and suit the majority of the cohort. If your rotations are scheduled for different dates, please refer to the submission due date information within the Assessment section of this Course Profile to determine your individual due dates.

For example, if you finish Rotation Two on Friday 24 March, you will submit your PAPERS on the first Friday following that rotation, which falls on 31 March.

**Placement Attendance & Performance Evaluation Reports**

Due: Week 6 Friday (21 Apr 2017)  
11:45 pm AEST

**Week 7 - 24 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Portfolio and Presentation completion time. Your workbooks should have been completed almost entirely during placement, but use this time to review your entries, tidy up any areas as necessary, and complete your Clinical Case Review to the required standards.		

**Week 8 - 01 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Portfolio and Presentation completion time.		If you have non-standard placement dates, please refer to the submission due date information within the Assessment section of this Course Profile to determine your individual due dates.  <b>Placement Portfolio</b> Due: Week 8 Friday (5 May 2017) 11:45 pm AEST

**Week 9 - 08 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Presentation assessment completion time. Please ensure that you post any questions or problems to the forum or in email to the Lecturer <i>before</i> your Presentation becomes due!		

**Week 10 - 15 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Presentation assessment completion		If you have non-standard placement dates, please refer to the submission due date information within the Assessment section of this Course Profile to determine your individual due dates. <b>Placement Review Presentation</b> Due: Week 10 Friday (19 May 2017) 11:45 pm AEST

### Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
No further course requirements for students with standard placement rotation dates.		No further course requirements for students with standard placement rotation dates.

### Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Placement Attendance & Performance Evaluation Reports

#### Assessment Type

Professional Practice Placement

#### Task Description

During your second clinical placement, you will continue to develop your clinical skills and knowledge in the prehospital environment, transitioning to an intermediate level of practice under the support and guidance of your supervising paramedic crew. A major aspect of your continued development is mentor feedback, providing you with independent commentary on your current clinical performance from the point of view of industry colleagues. The Placement Attendance & Performance Evaluation Reports (PAPERS) capture supervisor feedback on performance and attendance in written format for assessment.

This assessment task guides you and your crew through a review process designed to promote self-assessment on your part, and to prompt the most practical and useful type of feedback from mentors. You will complete these reports together with your supervising paramedic(s) so that you can discuss the feedback and grade choices. Your mentors or your OIC are also required to complete details of shift attendance and professional conduct for the purpose of academic verification.

It is important to note that these documents are not solely to confirm your completion of course requirements; they are equally valuable as evidence logs of your professionalism, conduct, and clinical performance that will support your future employment applications. For these reasons they are arguably the most valuable documents from your clinical placement, and it is imperative that you are diligent in completing them with your mentors as instructed.

#### Assessment Due Date

Week 6 Friday (21 Apr 2017) 11:45 pm AEST

All four PAPERS from Rotations One & Two are due on the Friday immediately following completion of Rotation Two. Full guidelines are present within Moodle.

#### Return Date to Students

Two weeks after actual submission date.

#### Weighting

Pass/Fail

#### Assessment Criteria

Whilst attending placement you will provide a copy of the Student Information Sheet to all mentors that you work with. This sheet provides information on appropriate performance expectations, the goals of this placement phase, and on the performance review process. Appropriate feedback and grading from your mentor depends upon their access to this information, and it also provides University contact details in the event of emergencies or problems, so please ensure that you follow this simple request.

Your submission must meet the following criteria to pass this assessment task:

- You must attend all scheduled shifts for both placement rotations. Minimum placement hours apply.
- You will complete one PAPER for Rotation One, and another PAPER for Rotation Two.
- You will submit both PAPERS together on the first Friday following completion of your final placement rotation.



- All fields must be completed in full according to directions on the Information Sheet at the front of the document.
- Your shift attendance log must be verified as true and correct by either one of your mentors or your station OIC.
- Notify the placement host by phone asap of any unplanned absenteeism; next complete the Absenteeism Notification form in Moodle and notify the Course Coordinator via email. Absences must be logged on the shift log, and arrangements made to complete missed hours.
- Minimum expectations of clinical performance and professional conduct grades are detailed within the submission checklist on the back of each PAPER.
- Direct reports from industry of student misconduct, or of significant concerns regarding clinical performance, are investigated fully and may impact successful completion of this assessment task.
- Direct industry reports can delay return of PAPERS due to the time delay incurred in gaining reports from shift-working paramedics and OICs, and subsequent investigations.
- Please scan all pages of your PAPERS, and compile into ONE SINGLE pdf file for submission via Moodle.

Further information and examples of completed documentation are provided on Moodle. Attendance and mentor reports are subject to random validity checks with placement hosts.

#### **Professional conduct:**

Your professional conduct during clinical placement is subject to evaluation. Significant penalties, ranging from course failure to program expulsion, exist for students whose conduct and/or actions breach University policies and/or those of the industry placement host. Direct lines of communication exist between placement hosts and the University, and all complaints or concerns raised by industry representatives will be fully investigated. In such circumstances both student and industry perspectives are sought.

Please review the policies and rubrics for this assessment task prior to placement; these are available on the Moodle assessment page.

You must submit and pass this assessment to pass the course. This is a pass/fail assessment.

#### **Referencing Style**

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

#### **Submission**

Online

#### **Submission Instructions**

Please upload your submission into Moodle. If you have issues submitting your document please ensure that it is saved as PDF format. Notify the Lecturer if you still have problems, but please DO NOT attach the document file to your email!

#### **Learning Outcomes Assessed**

- Demonstrate clinical reasoning and practical skills within the acute prehospital care setting.
- Compare and contrast paramedic practice in urban and rural locations, examining the expanded paramedic role within the public health system.
- Describe contemporary issues around Indigenous health, and demonstrate best practice in culturally sensitive prehospital care.

#### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## **2 Placement Portfolio**

#### **Assessment Type**

Portfolio

#### **Task Description**

This assessment comprises a combination of clinical and self-review tasks presented in workbook format. These tasks support your continued professional development through structured reflective practice activities and self-directed learning. In addition to narrative self-reviews, case and skill logs capture clinical experience and skills praxis, enabling an objective summary of clinical exposure. In-depth clinical case reviews involve detailed exploration of the clinical presentation, pathophysiological processes, and treatment paradigms involved with one particular case you attended at each location.

As this placement comprises two individual rotations at both an urban and a rural station, you will complete one Portfolio

Workbook for each rotation. These workbooks also include a section prompting you to collate information regarding each of your placement stations and geographic regions. This supports exploration of the differences between urban and rural paramedic practice, and the information gained will provide the basis for your Placement Review Presentation. Please review the workbook thoroughly before commencing placement. All sections have instructions at the start, and a completed example workbook is provided. You must complete all sections of both workbooks according to the instructions provided.

### **Assessment Due Date**

Week 8 Friday (5 May 2017) 11:45 pm AEST

Both Portfolio Workbooks are due for submission together on the third Friday following the completion of the second rotation. Please see Moodle for full guidelines.

### **Return Date to Students**

Three weeks after actual submission date.

### **Weighting**

Pass/Fail

### **Assessment Criteria**

Your submission must meet the following criteria to pass this assessment task:

- You will complete both the Rotation One and Rotation Two workbooks according to the instructions and the completed example.
- You must complete your workbooks as you go along during placement! For this reason workbooks are provided as simple hardcopy pages so that you need carry only pen & paper during shifts, rather than expensive electronic devices.
- Please keep handwriting legible and please do not write ENTIRELY IN CAPITALS - it makes for slower reading and marking!
- Please scan these pages and combine both workbooks into one PDF document.
- You will submit your combined workbook document on the third Friday following completion of your final placement rotation.
- All sections must be completed in full according to directions.
- Completion expectations are provided within the assessment checklist at the back of each workbook.

Further information and examples of completed documentation are provided on Moodle. You must submit and pass this assessment to pass the course. This is a pass/fail assessment.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Please submit each Reflective Practice Logbook through the Moodle submission system for that particular logbook.

### **Learning Outcomes Assessed**

- Demonstrate clinical reasoning and practical skills within the acute prehospital care setting.
- Compare and contrast paramedic practice in urban and rural locations, examining the expanded paramedic role within the public health system.
- Describe contemporary issues around Indigenous health, and demonstrate best practice in culturally sensitive prehospital care.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## **3 Placement Review Presentation**

## Assessment Type

Presentation

### Task Description

Paramedic work in rural and remote areas can be very different to urban and big city practice in many ways, some of which you may not have expected. Rural and remote practice also presents greater opportunity to treat and work with Indigenous people and communities than urban and city work. This term your readings have covered information on the expanded paramedic role in rural and remote communities, and on topics relating to the health of and healthcare for Aboriginal and Torres Strait Islander communities. You will consider this information and your own placement experiences this term within your presentation assessment task.

This assessment piece encourages reflection upon *your* rural and urban placements, and deeper consideration and exploration of one related topic. You will base your presentation upon your choice of **one** of the following topic options below:

- 1. Does the local population of your rural placement receive the same overall standard of medical care as the population of your urban placement?** Your presentation must consider not only emergency medical care but also the broader health care system. How do the medical, government, and non-government organisations in your rural town work together to collaboratively raise the standard of rural care? This can mean working with other agencies during long or difficult cases, or interdisciplinary training to expand core skill sets, etc. What additional strategies do you think could be employed to further improve care delivery in your rural placement location? Please speak to local people when working on this topic, such as your patients, paramedic colleagues, and healthcare workers. What do they think of their local healthcare services, and what would they change if possible? Can these needs be met even partially through greater cooperation between existing services?
- 2. Do the local Indigenous people of your placement towns receive health care specific to their needs?** Across Australia, many health and social problems are more prevalent in Aboriginal and Torres Strait Islander communities than in non-Indigenous populations, resulting in a different profile of medical care and public health needs in these communities. Furthermore, Indigenous people may conceptualise their health and wellbeing through more naturalistic, holistic, and spiritual lenses that are significantly different to the predominately physiological view of western medicine, leading to cultural and communication mismatch with typical health services. These factors create a need for health care services for these communities that supports the medical needs of Indigenous people in a manner contextualised to their culture, language, and ways of being and understanding. Please consider the health profile of Indigenous people in both your placement communities, and identify whether or not theThis will include consideration of contemporary issues in Indigenous health, and what culturally contextualised healthcare services, such as Indigenous community health clinics, public health programs, exist to meet these specific needs. Are the healthcare needs of Indigenous people adequately met in your placement locations?
- 3. Create a 5-min instructive presentation that introduces paramedics to the core concepts of culturally-sensitive prehospital care.** What information and skills do paramedics need to better understand Indigenous healthcare needs, and to better communicate with Indigenous clients during emergency and non-emergent situations? This may include overview of Indigenous concepts of health and illness, death and dying, as well as other relevant information such as general communication skills. There is a lot of information available online relating to care for Indigenous people in various healthcare facilities and situations, such as palliative care, diabetes, mental health, alcohol and other drugs, and many more; you should review these information sources and extract those tips and guidelines most applicable to our context of prehospital care. This is too short of course to be a comprehensive instructional video, but consider that you are creating a primer to raise paramedics' awareness of these cultural differences, and to give a brief overview of good practice in culturally sensitive care.
- 4. How can the paramedics of your rural ambulance station better contribute to the health and wellbeing of the rural community?** This will be dependent upon the actual activities of your rural station, and what you consider would be good additional activities that are not currently performed. These activities must of course not interfere with normal response, but be strategies such as delivering short presentations at community group meetings, interdisciplinary training with other agencies, etc. Start by looking at your community and what groups and organisations are present or absent, which areas appear underserved, and consider what health care and emergency medical information messages or skills training paramedics could effectively deliver to the community. You can additionally consider how to improve community support for the rural ambulance station, such as by supporting the Local Ambulance Committee and their activities, and generating new volunteer recruits.

Your presentation should be a PowerPoint presentation with voice-over recording, and five to seven minutes in length. Please be creative in your approach, using good photographs from your own placement experiences, and you may also include other media such as video diaries or recorded interviews. Different topic ideas are welcome, so if you do have any ideas for a different question relating to some issue of significance in one placement location, or vast difference in service delivery between your placement locations for example, please feel free to run this past the Lecturer for

approval.

This presentation is based upon *your* experiences at *your* placement stations and townships. Two students presenting on the same topic will therefore have different perspectives and experiences; as such there is no 'right' or 'wrong' answer, but you **must** back your arguments and opinions with actual data and evidence. For example, research what Indigenous-specific services actually exist in both locations and tabulate this data; go out and talk to community members and representatives, including your patients; look up and adequately reference information sources as appropriate.

### **Assessment Due Date**

Week 10 Friday (19 May 2017) 11:45 pm AEST

Presentation is due the fifth Friday following the completion of the second rotation. Please see Moodle for full guidelines.

### **Return Date to Students**

Three weeks after actual submission date.

### **Weighting**

Pass/Fail

### **Assessment Criteria**

Expanded and complete information on this assignment is provided upon the Placement assessment page within Moodle, and this assessment task will be further unpacked during an informational recording / Q&A tutorial. The following criteria must be met to ensure a pass grade.

- The presentation should be a PowerPoint format with recorded narration, and multimedia such as interviews & video may be included.
- The presentation must address one of the topic options as shown above; if you have a good idea for an alternative topic, please confirm with the Lecturer first.
- Each question has several sub-questions, and as such superficial coverage of the main topic question only is insufficient. You may find it appropriate to consider other aspects of each topic in addition to or instead of the listed sub-questions as relevant to your placement experiences or research findings.
- As this is a presentation you should include images from your placement locations, as well as any tables or diagrams that you deem necessary.
- The presentation must be five to seven minutes in duration.
- Information and image sources must be appropriately referenced, using APA style.

You must submit and pass this assessment to pass the course. This is a pass/fail assessment.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Please upload your Powerpoint presentation into Moodle. Alternatively you are welcome to upload to YouTube (as 'unlisted', not 'private' video) and submit a working link to the presentation.

### **Learning Outcomes Assessed**

- Compare and contrast paramedic practice in urban and rural locations, examining the expanded paramedic role within the public health system.
- Describe contemporary issues around Indigenous health, and demonstrate best practice in culturally sensitive prehospital care.

### **Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural 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