PMSC13002 *Clinical Paramedic Practice 2*
Term 1 - 2024

Profile information current as at 13/05/2024 11:53 am

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 (3) clinical placement units within the Bachelor of Paramedic Science Course. The unit requires you to apply clinical knowledge and skills at an Intermediate level in a clinical setting with an approved provider. You will engage in reflective practice activities to support self-directed learning, demonstrate your competency of newly acquired skills and work on areas for improvement identified during your first clinical placement unit.

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 PMSC12003 Special Populations in Paramedic Practice PMSC12005 Paramedic Medical Emergencies 2 Please note: Any student who has not successfully completed a PMSC residential school within the preceding 12 months or undertaken a clinical placement unit, must complete a PMSC12001 Procedures & Skills refresher. This ensures currency with all contemporary skills and procedures in line with industry standards and professional capabilities.
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 - 2024
- 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. **Professional Practice Placement**
Weighting: Pass/Fail
2. **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.

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 SUTE

Feedback

I did not have any issues with the learning material or content for this unit. I do appreciate the time and effort that has been put into the new electronic mentor reports however, I would of liked a section for the mentor to actually write some comments like they did with the old ones as it really helped me last time to receive some written feedback.

Recommendation

It is recommended to include open text boxes in the electronic and automated Mentor Reports, via Sonia.

Feedback from SUTE

Feedback

I love the new electronic form for recording our cases however can we please have a couple more allocations for jobs that don't quite fit anywhere ie - Other and have a field we can type in the category we think it fits in.

Recommendation

It is recommended to align the mentor report clinical fields with a greater range of case types for option. For example a 'Poisons' section.

Feedback from Forum posts, emails, phone conversations.

Feedback

Students have expressed concern regarding lack of a consistent mentor whilst on clinical placement with QAS. And therefore raising concerns regarding impact on mentor report completion and validity.

Recommendation

This is largely at the mercy of QAS operational demand, COVID health staff shortages and increase in case load for prehospital care providers. Ensure student communication is clear and early on in placement allocations with both OICs and mentors. Feedback can also be provided to industry through the academic team and QAS clinical placement coordination regarding this.

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

1. Apply clinical reasoning and practical skills at an Intermediate level within the clinical setting whilst working collaboratively with allied health professionals
2. Revise reflective practice principles associated with clinical reasoning and conduct whilst supporting diverse groups in the health care setting
3. Analyse legal responsibilities and requirements, ethical and professional responsibilities and the legal and ethical boundaries of paramedicine practice.

It is a requirement of the Paramedicine Board of Australia that units align with the AHPRA professional capabilities for registered paramedics. These are broken down into five (5) domains. Below aligns the proposed 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 registered paramedics* 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, 1.1.8, 1.1.9, 1.1.10, 1.1.11, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2	LO1, LO2, LO3
Domain 2: The communicator and the collaborator 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.2.1, 2.2.2, 2.2.3, 2.2.5, 2.2.6	LO1, LO2, LO3
Domain 3: The evidence-based practitioner 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.4.1, 3.4.2, 3.4.3, 3.4.4	LO1, LO2, LO3
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, 4.3.1, 4.3.2, 4.3.3, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.5.2, 4.5.3, 4.6.5, 4.7.1, 4.7.3, 4.7.4, 4.7.7	LO1, LO2, LO3
Domain 5: The paramedicine practitioner 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5, 5.3.1, 5.3.3, 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

National Safety and Quality Health Service Standards

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

Standard	Learning Outcomes
Partnering and Consumers	LO1, LO2, LO3
Preventing and Controlling infections	LO1, LO2, LO3
Medication safety	LO1, LO2, LO3
Comprehensive care	LO1, LO2, LO3
Communicating for Safety	LO1, LO2
Recognising and responding to Acute Deterioration	LO1, LO2

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
1 - Professional Practice Placement - 0%	●	●	●
2 - 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			

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)

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

Jeremy Taylor Unit Coordinator
j.d.taylor@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Social media & Code of conduct	Module 1	Social Media & Code of Conduct mandatory acknowledgement quiz.

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
AHPRA Professional capabilities for registered paramedics	Module 2	Zoom dial In information session

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Cultural safety	Module 3	

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Reflective practice	Module 3 Cont..	Week 1 of Clinical placement Zoom Drop In Session

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice	Module 4	Week 2 of clinical placement Interim (Formative) Mentor Report due at the end of week

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

		Week 3 of clinical placement Interim (Formative) Mentor Reports processed Zoom Drop In Session
No Content		

Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice	Module 4 Cont..	Week 4 of clinical placement Zoom Drop In Session

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Injury Prevention & Occupational Violence	Module 5	Week 5 of clinical placement Zoom Assessment Session

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Injury Prevention & Occupational Violence	Module 5 Cont..	Final (Summative) Mentor Report due 9am Monday 1st May 2023 **Clinical Supervisor (Mentor) Report** Due: Week 8 Monday (29 Apr 2024) 9:00 am AEST

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Vulnerable Clients	Module 6	

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Vulnerable Clients	Module 6 Cont..	Grand Rounds Presentation submission due to Moodle 9am Monday 15th May 2023

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Revision

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Revision

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Clinical Supervisor (Mentor) Report

Assessment Type
Professional Practice Placement

Task Description
Clinical supervisor (Mentor) report includes two components being the Interim (Formative) Clinical Supervisor assessment due at the end of week two of placement and the Final (Summative) Clinical Supervisor assessment due at the end of week five of placement.

Assessment Due Date
Week 8 Monday (29 Apr 2024) 9:00 am AEST
Final (Summative) mentor report

Return Date to Students
Week 10 Monday (13 May 2024)
Grand Rounds presentation

Weighting
Pass/Fail

Assessment Criteria
The Clinical supervisor (Mentor) report will be assessed in accordance with the rubric and information provided on the unit's Moodle page.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
No submission method provided.

Learning Outcomes Assessed

- Apply clinical reasoning and practical skills at an Intermediate level within the clinical setting whilst working collaboratively with allied health professionals
- Revise reflective practice principles associated with clinical reasoning and conduct whilst supporting diverse groups in the health care setting
- Analyse legal responsibilities and requirements, ethical and professional responsibilities and the legal and ethical boundaries of paramedicine practice.

2 Grand Rounds Presentation

Assessment Type
Presentation

Task Description
For this assessment task you are required to submit a multi-media presentation in the format of a Grand Rounds Presentation. This presentation will be dedicated to a patient that you attended while on your clinical placement. You must use a case for which you were Patient Care Officer, or at the very least played an active role in the clinical assessment, decision making and treatment of the patient within that case

Assessment Due Date

Return Date to Students

Weighting
Pass/Fail

Assessment Criteria
The Grand Rounds assessment will be assessed in accordance with the rubric and information provided on the unit's Moodle page.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
No submission method provided.

Learning Outcomes Assessed

- Apply clinical reasoning and practical skills at an Intermediate level within the clinical setting whilst working collaboratively with allied health professionals
- Revise reflective practice principles associated with clinical reasoning and conduct whilst supporting diverse groups in the health care setting

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