



# PMSC13011 Paramedic Trauma & Environmental Emergency

## Term 3 - 2019

Profile information current as at 26/04/2024 07:38 pm

All details in this unit profile for PMSC13011 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

Traumatic injury and environmental trauma form a significant treatment burden on Australia's health care system and are a major cause of death and disability across all demographics. Within this unit you will develop an understanding of traditional and emerging approaches to assisting those suffering traumatic injuries within an out-of-hospital specific context. This will include a week by week approach to the systematic assessment of each body system. Due to Australia's unique geography, climate and environment, a component of this unit will include the management of environmental and envenomation related emergencies as well as chemical, biological and radiological events. Upon successful completion, you will have a comprehensive understanding of a systematic trauma assessment and overall management of trauma within an out of hospital context.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: *12*

Student Contribution Band: *8*

Fraction of Full-Time Student Load: *0.25*

### Pre-requisites or Co-requisites

PMSC12001 - Procedures and Skills in Paramedic Care PMSC12002 - Clinical Paramedic Practice 1 PMSC13003 - Pharmacology in Paramedic Practice

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 3 - 2019

- 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 12-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 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: 50%

#### 2. **Online Test**

Weighting: 50%

#### 3. **On-campus Activity**

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 Have Your Say

##### Feedback

I hope in the future the leaders of the course split this subject. Environmental and wilderness medicine and trauma deserve separate subjects. These are 2 x very heavy subjects and deserve individual subject respect.

##### Recommendation

Environmental and Wilderness medicine have been removed from this unit and will now be placed in a new unit for 2020.

#### Feedback from Have Your Say

##### Feedback

I believe that the residents school could have been in week 10 or 11. This would have allowed more weeks for preparation.

##### Recommendation

As always we will endeavour to have Residential schools as late in the term as possible to ensure students have time to prepare.

## Unit Learning Outcomes

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

1. Using a systematic approach, assess emergency environments for mechanisms of injury and predicted pattern of injuries.
2. Evaluate and initiate out of hospital treatment modalities for trauma and environmental related conditions.
3. Compare and contrast the management of emergencies via air and ground transportation.
4. Apply the principles of multi-casualty management within the out of hospital setting including traumatic, chemical, biological and radiological emergencies.
5. Identify emerging technology and procedures utilised within the out of hospital setting.

This proposed unit aligns to the graduate paramedic competency standards as defined by the professional organisation representing paramedics, Paramedics Australasia and the national body providing accreditation standards for competent paramedic practice and educational design, Council of Ambulance Authorities. Reference document can be found at: [http://www.caa.net.au/images/documents/accreditation\\_resources/Paramedic\\_Professional\\_Competency\\_Standards\\_V2.2\\_February\\_2013\\_PEPAS.pdf](http://www.caa.net.au/images/documents/accreditation_resources/Paramedic_Professional_Competency_Standards_V2.2_February_2013_PEPAS.pdf)

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 50%	•	•	•	•	•
2 - Online Test - 50%	•		•		•



## Textbooks and Resources

### Textbooks

PMSC13011

#### Prescribed

#### Emergency and Trauma Care for nurses and paramedics

2nd Edition (2015)

Authors: Curtis,K & Ramsden,C

Elsevier

Chatswood , NSW , Australia

ISBN: 978072952050

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

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

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Shannon Delport** Unit Coordinator

[s.delport@cqu.edu.au](mailto:s.delport@cqu.edu.au)

## Schedule

### Week 1 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to trauma, kinetics and multiculturalism.	Refer to moodle page	

### Week 2 - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Head injuries, pathophysiology of traumatic brain injuries, assessment and management options. Facial trauma and their management. Spinal trauma, injuries and management.	Refer to moodle page	

### Week 3 - 25 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Thoracic and Abdominal Trauma - Recognition and management.  
Blunt v penetrating trauma. Refer to moodle page  
Management of the traumatic cardiac arrest.

#### Week 4 - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Extremity Trauma - Recognition and management. Pain management in the trauma patient.	Refer to moodle page	

#### Vacation Week - 09 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Break Week		

#### Week 5 - 16 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Burns - Thermal, chemical, radiological. Management. Crush injuries. Compartment syndrome.	Refer to moodle page	

#### Week 6 - 23 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Overdose, poisonings, toxicology and envenomation.	Refer to moodle page	

#### Week 7 - 06 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Environmental emergencies. Diving and Altitude.	Refer to moodle page	

#### Week 8 - 13 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Catch up week.	Refer to moodle page	<b>Trauma management Assignment</b> Due: Week 8 Friday (17 Jan 2020) 5:00 pm AEST

#### Week 9 - 20 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Review	Refer to moodle page	

#### Week 10 - 27 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Review	Refer to moodle page	

#### Week 11 - 03 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Online test		<b>Online Test</b> Due: Week 11 Friday (7 Feb 2020) 5:00 pm AEST

#### Week 12 - 10 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Attending multi casualty cases. Roles and responsibilities.		Residential School <b>On-campus Activity</b> Due: Week 12 Tuesday (11 Feb 2020) 8:00 am AEST

#### Exam Week - 17 Feb 2020

## Term Specific Information

Students are required to attend a compulsory Residential School.

## Assessment Tasks

### 1 Trauma management Assignment

**Assessment Type**

Written Assessment

**Task Description**

PMSC13011 is a capstone unit – assessing all the critical elements of knowledge and practice for a novice, safe clinician prior to graduation.

This assessment item will require you to complete a 1500 word assignment covering the assessment and management of a prehospital burns patient and critiquing this against current practices. You will draw on your knowledge to identify current best practice and compare this against current protocols employed by all Australian Ambulance Services.

**Assessment Due Date**

Week 8 Friday (17 Jan 2020) 5:00 pm AEST

**Return Date to Students**

Week 10 Friday (31 Jan 2020)

2 weeks after date of submission

**Weighting**

50%

**Minimum mark or grade**

50%

**Assessment Criteria**

Burns can be life-changing. The disfigurement, pain and loss of mobility can all have a significant effect on the patient's quality of life. The increased burden is not only borne on the patient but also their relatives, friends and the health system.

Increasing survival rates, due largely with increased advancements in burn management can translate to increased morbidity rates and increasing incidence of mental health.

The Prehospital clinician is often the first contact the patient will have with the health system. It could be argued that prehospital burn management directly influences patient outcomes in relation to the extent of the injury and recovery time frames.

Objectives for this assessment are as follows-

1500 words (**+/-10% deviation and does not include cover page, intext referencing and reference list**).

Identify, research and critically analyse current prehospital burns assessment and management in relation to best practice.

Students should provide a brief overview of burns, assessment and management in the prehospital field and critically analyse this against current literature.

Topics that you may wish to critique could include-

- Assessing the percentage of burns – Are paramedics accurate?
- Cooling the burns - What are the risks of overcooling or undercooling?
- Fluid resuscitation – Yes or No. Are formulas such as the Parkland formula relevant in the Prehospital setting?
- Pain management
- Minimising the risk of infection

You must achieve a pass mark of 50% in order to pass this assessment.

Please refer to the Moodle site for additional task information such as assignment marking rubric.

This assessment task must be completed individually and you should not collaborate with any other student. For this assessment task, no late submissions will be accepted unless an extension has been approved. In the absence of an approved extension, there will be a late penalty of five percent per day applied if it is overdue. Therefore this assessment task must be completed by the due date.

This task will be completed electronically in a Word or PDF document and uploaded to Moodle using the drop box function via Turnitin.

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submit the written assignment by the date specified in Moodle as a Word Document or PDF

## Learning Outcomes Assessed

- Using a systematic approach, assess emergency environments for mechanisms of injury and predicted pattern of injuries.
- Evaluate and initiate out of hospital treatment modalities for trauma and environmental related conditions.
- Compare and contrast the management of emergencies via air and ground transportation.
- Apply the principles of multi-casualty management within the out of hospital setting including traumatic, chemical, biological and radiological emergencies.
- Identify emerging technology and procedures utilised within the out of hospital setting.

## Graduate Attributes

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

## 2 Online Test

### Assessment Type

Online Test

### Task Description

PMSC13011 is a capstone unit – assessing all the critical elements of knowledge and practice for a novice, safe clinician prior to graduation. This assessment relates to learning outcomes 1, 3, and 5 and incorporates elements of learning across the whole paramedic degree course. Each section will aid your development of knowledge and the systematic approach required to effectively assess and manage patients suffering specific traumatic and environmental emergency injuries.

This will be an Online test which will need to be completed in Moodle. All directions will be clearly discussed on your Moodle page. Please ensure you take note of your **quiz dates. It will open on Friday 5pm 31/01/20 and closing at 5pm on the 07/02/20.** These will also be displayed on your Moodle page.

This assessment will consist of a mix of multiple choice, true/false and short answer questions and will be based around trauma and environmental emergencies.

The online test will allow only 1 attempt. It will need to be completed within the specified time displayed on your Moodle page and will need to be completed in a single sitting.

### Assessment Due Date

Week 11 Friday (7 Feb 2020) 5:00 pm AEST

This online quiz will open for 7 days.

### Return Date to Students

Exam Week Monday (17 Feb 2020)

### Weighting

50%

### Minimum mark or grade

50%

### Assessment Criteria

There will be a mixture of questions types including but not limited to:

- \* Short answer
- \* Multiple choice
- \* True/False

In the absence of an approved extension there will be no opportunity to complete this assessment after the due date. Failure to achieve a pass mark on the quiz or non-submission/attempt will result in a fail for this assessment.



This quiz is an individual assessment task. You are not permitted to collaborate with other students whilst undertaking this assessment. Any attempt or evidence of collaboration will result in an Academic Misconduct investigation. You are required to obtain 50% in order to pass this assessment item. Please refer to the Moodle site for additional task information.

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Using a systematic approach, assess emergency environments for mechanisms of injury and predicted pattern of injuries.
- Compare and contrast the management of emergencies via air and ground transportation.
- Identify emerging technology and procedures utilised within the out of hospital setting.

### Graduate Attributes

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

## 3 On-campus Activity

### Assessment Type

On-campus Activity

### Task Description

PMSC13011 is a capstone unit – assessing all the critical elements of knowledge and practice for a novice, safe clinician prior to graduation. This assessment relates to learning outcomes 1, 2, and 4 and incorporates elements of learning across the whole paramedic degree course. Each section will aid your development of knowledge and the systematic approach required to effectively assess and manage patients suffering specific traumatic and environmental emergency injuries.

For this assessment, students will be required to attend all 4 days of the compulsory residential school.

You will be assessed in an Objective Structured Clinical Examination (OSCE) format throughout the compulsory residential school. In an OSCE, clinical skills are tested as well as theoretical knowledge. It is essential to learn correct clinical methods and then practice repeatedly until you perfect the methods whilst simultaneously developing an understanding of the underlying theory behind the methods used.

### Assessment Due Date

Week 12 Tuesday (11 Feb 2020) 8:00 am AEST

The Practical Assessment will take place during the Residential School

### Return Date to Students

Results and feedback will be given to students within 2 weeks of completion of the residential school.

### Weighting

Pass/Fail

### Minimum mark or grade

50%

### Assessment Criteria

Each long case OSCE (two), will be worth 50% of the overall mark for this assessment.

The scoring tools for each station are validated and reliable and will be available to students via the Moodle page prior to attending Residential school.

**Students must achieve 50% for each individual OSCE in order to pass the Residential school. You will have the opportunity to have a resit if you fail One (1) of the two (2) OSCE's, however, if you fail both you will have no opportunity for a resit. If you fail the Residential school you will fail the unit.**

There will be a total of two (2) assessments each designed to assess knowledge and practical skills acquired during this course. The assessment tasks will consist of OSCE's. The format of the OSCE's will be CME (Case Management Exercises)

which relates to the learning outcomes of this unit.

There will be two (2) long case CME's where students will be allocated 20 minutes to complete each assessment. The long case CME will be in the format of a structured scenario looking at the following areas:

- Patient assessment and history taking
- Evidence gathering and patient treatment
- Implementation of interventions, procedures and skills
- Overall patient and scene management

Please refer to the Moodle site for additional task information such as assessment marking rubric.

According to the Encyclopedia and Dictionary of Medicine, Nursing and Allied Health, "Critical" can be defined as Extremely important or essential.

Critical errors in this unit will be classed as anything, by act or omission, that causes immediate harm or the potential to cause harm, to yourself, partner, patient or bystanders or any procedure that is performed outside your scope of practice. During any form of assessment, if any of the following are witnessed the assessment will immediately cease, and no marks will be given for that assessment. Furthermore, any critical error discovered on review or moderation will also result in no marks being given for that particular assessment:

- Unsafe defibrillation
- Incorrect joules delivered during defibrillation
- Defibrillation of a non-shockable rhythm
- Failure to recognise a cardiac arrest (>1minute)
- Failure to shock a shockable rhythm in a timely manner (<2 minutes)
- Failure to perform a complete drug check
- Incorrect sharps disposal or unsafe practice with a sharp
- Performing a skill or procedure or administering an incorrect drug/drug dosage outside your scope of practice
- Any grossly unsafe practice, as determined by the assessing academic.

If you do not understand any of the above, please do not hesitate to clarify with your unit coordinator.

### **Referencing Style**

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

### **Submission**

Offline

### **Learning Outcomes Assessed**

- Using a systematic approach, assess emergency environments for mechanisms of injury and predicted pattern of injuries.
- Evaluate and initiate out of hospital treatment modalities for trauma and environmental related conditions.
- Apply the principles of multi-casualty management within the out of hospital setting including traumatic, chemical, biological and radiological emergencies.

### **Graduate Attributes**

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

## 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