



# PMSC13012 *Paramedic Medical Emergencies 3*

## Term 1 - 2022

Profile information current as at 27/04/2024 07:32 pm

All details in this unit profile for PMSC13012 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 study the pathophysiology, presentation, and pre-hospital management of various environmental, toxicological and toxinological emergencies. You will learn how to discriminate between similar conditions and confounding presentations. Through case-based learning, you will develop the critical thinking and clinical judgement skills to confidently reach diagnoses and determine the most appropriate clinical management in accordance with contemporary industry guidelines and protocols. A residential school consolidates knowledge with practice in high-fidelity simulation case management exercises.

### 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: PMSC12005 Paramedic Medical Emergencies 2 PMSC12004 Advanced Electrophysiology and Coronary Care 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 - 2022

- Mixed Mode

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 50%

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

Weighting: 50%

#### 3. **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 Moodle: Have Your Say

##### **Feedback**

Students found the extra resources provided along with the set slides and lecture videos were helpful. They were a good way to reinforce what was being taught and helped them understand the topics better.

##### **Recommendation**

Continual review of learning material to ensure clarity continues in line with students' expectations.

#### Feedback from Moodle: Have Your Say

##### **Feedback**

Students commented that residential school was run extremely well. They noted it was a huge confidence boost and an invaluable learning opportunity.

##### **Recommendation**

Practical scenarios are the cornerstone of the student experience. Continual review of how the residential schools are delivered is essential to promote confidence and learning.

## Unit Learning Outcomes

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

1. Evaluate patients systematically and comprehensively to formulate a provisional diagnosis associated with toxicology, toxinology and environmental emergencies
2. Justify the provisional diagnosis by integrating knowledge of underpinning physiological changes associated with acute toxicology, toxinology and environmental presentations
3. Practice critical thinking in case management to justify clinical decisions with an evidence-based rationale
4. Develop and implement clinically appropriate management interventions through comprehensive knowledge and implementation of evidence-based practice, incorporating the principles of safe, professional and ethical practice.

It is now 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, with each domain also listed below:

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

#### **Domain 1 - Professional and ethical conduct**

- Practice ethically and professionally, consistent with relevant legislation and regulatory requirements
- Provide each patient with an appropriate level of dignity and care
- Assume responsibility, and accept accountability, for professional decisions
- Advocate on behalf of the patient, when appropriate within the context of the practitioner's practice as a paramedic.

#### **Domain 2 - Professional communication and collaboration**

- Communicate clearly, sensitively and effectively with patient and other relevant people
- Collaborate with other health practitioners.

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

- Make informed and reasonable decisions
- Use clinical reasoning and problem-solving skills to determine clinical judgements and appropriate actions
- Draw on appropriate knowledge and skills in order to make professional judgements
- Identify ongoing professional learning, developmental needs and opportunities.

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

- Protect and enhance patient safety
- Maintain safety of self and others in the work environment
- Operate effectively in an emergency care environment
- Maintain records appropriately
- Monitor and review the ongoing effectiveness of their practice and modify it accordingly
- Audits, to reflect on and review practices
- Participate in the mentoring, teaching and development of others.

### **Domain 5 - Paramedicine practice**

- Use patient information management systems appropriately
- Assess and monitor the patient capacity to receive care
- Understand the key concepts of the bodies of knowledge which are specifically relevant to paramedicine practice
- Conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely
- Demonstrate the requisite knowledge and skills to participate in mass casualty or major incident situations
- Formulate specific and appropriate patient care and treatment actions.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%	•		•	
2 - Practical Assessment - 0%	•	•	•	•
3 - Online Test - 50%		•		•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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

PMSC13012

#### Prescribed

#### Textbook of Adult Emergency Medicine

Edition: 5th (2020)

Authors: Cameron, P. , Little, M. ,Mitra, B. & Conor, D.

Elsevier

Sydney , NSW , Australia

ISBN: 9780702076244

Binding: Paperback

#### Additional Textbook Information

Additional Text and resources will be available through the Reading List Section via the Moodle page.

[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

**Gavin Cousens** Unit Coordinator

[g.cousens@cqu.edu.au](mailto:g.cousens@cqu.edu.au)

**Lisa Hurring** Unit Coordinator

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

## Schedule

### Week 1 - 07 Mar 2022

Module/Topic

Chapter

Events and Submissions/Topic

### Fundamentals

Systematic Approach and Resuscitation  
Overview of Unit-Specific Pharmacology

### Refer to the eReading List in Moodle for full reading tasks

The eReading List within Moodle will list all of your readings for each week, with direct links to online and web-based resources, and the chapter and page details of prescribed textbook readings. Your reading and supporting material for each week shall comprise some or all of the following resources:

- Chapters of the Queensland Ambulance Service (QAS) Digital Clinical Practice Manual (dCPM)
- Chapters from the prescribed textbook
- Online resources including digitised chapters from other textbooks, web-based videos, and peer-reviewed literature.

Online Tutorial

This information applies to all following content weeks.

### Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Toxicological Emergencies</b> Approach to the Poisoned Patient Toxidromes	Refer to the eReading List in Moodle.	Online Tutorial

### Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Toxicological Emergencies</b> Cardiovascular Drugs Antipsychotic Drugs Antidepressant Drugs	Refer to the eReading List in Moodle.	Online Tutorial

### Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Toxicological Emergencies</b> Anticonvulsant Drugs Antidiabetic Drugs Lithium	Refer to the eReading List in Moodle.	Online Tutorial

### Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Toxicological Emergencies</b> Drugs of Abuse Cocaine Benzodiazepines Psychostimulants Opioids	Refer to the eReading List in Moodle.	Online Tutorial

### Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
No new content this week.	No new readings this week.	No tutorial this week.

### Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Toxicological Emergencies</b> Ethanol Paracetamol Salicylates Theophylline and Caffeine Oral Anticoagulants	Refer to the eReading List in Moodle.	Online Tutorial

**Week 7 - 25 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Toxicological Emergencies Pesticides and Herbicides Carbon Monoxide Cyanide Hydrofluoric Acid Fluid Injection Injury	Refer to the eReading List in Moodle.	Online Tutorial

**Week 8 - 02 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Toxinological Emergencies</b> Snake Bite Spider Bite Hymenoptera Sting Marine Envenomation	Refer to the eReading List in Moodle.	Online Tutorial

**Week 9 - 09 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Environmental Emergencies</b> Chemical, Biological, Radiologica, Incendiary or Explosive (CBRIE) Heat-Related Illnesses Hypothermia	Refer to the eReading List in Moodle.	Online Tutorial <b>Written Assessment</b> Due: Week 9 Monday (9 May 2022) 8:00 am AEST

**Week 10 - 16 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Environmental Emergencies</b> Near-Drowning Electrical Shock and Lightning Injury Altitude Illness	Refer to the eReading List in Moodle.	Online Tutorial

**Week 11 - 23 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Residential School Preparation</b> Case-Based Learning Exercises Clinical and Team Management in OSCEs	Refer to the eReading List in Moodle.	Online Tutorial <b>Online Exam</b> Due: Week 11 Monday (23 May 2022) 8:00 am AEST

**Week 12 - 30 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Residential School</b>	No further readings.	

**Review/Exam Week - 06 Jun 2022**

Module/Topic	Chapter	Events and Submissions/Topic

**Exam Week - 13 Jun 2022**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Residential School</b> Due: Exam Week Friday (17 June 2022) 5:00 pm AEST



## 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 students 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 nominated correctly before week four.

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

## Assessment Tasks

### 1 Written Assessment

#### **Assessment Type**

Written Assessment

#### **Task Description**

For this task you must review contemporary literature to determine best practice management of a toxidrome presentation, and then compare this best practice with existing ambulance guidelines. You may make your own choice of toxidrome to research, and prepare a report for an audience of qualified paramedics. Your report should cover the epidemiology of this toxidrome within Australia, and describe the pathophysiological processes underpinning the clinical features of this presentation. You will present your literature review findings, describing current best-practice recommendations for clinical management of this toxidrome and explaining how these treatment modalities directly address the condition. Finally, you will compare these best-practice recommendations to current ambulance clinical guidelines (you may refer to Queensland Ambulance Service [QAS] guidelines or those of your own statutory ambulance service) and, if best-practice differs significantly to existing treatment guidelines, make recommendations to update our approach.

#### **Content and Structure:**

When researching current best-practice you should primarily focus upon literature published within the last five to ten years. Additional sources such as Government documents or medical authorities will be relevant as supporting information. At third-year level, undergraduate textbooks and public information websites must not be used as primary sources.

Your report should be 2,000 words in total, with clear logical structure and argument flow. It should present the following content:

- Introduction
- Epidemiology
- Pathophysiology, clinical features, and clinical progression

- Current best-practice clinical management
- Compare best-practice in literature with existing ambulance guidelines and generate recommendations
- Conclusion
- Reference list.

You may name section headings as best suits your focus area, and may include additional subheadings if you wish to give further internal structure to larger sections.

You must write in a professional academic style, and must use correct APA style for in-text citations and the reference list. APA formatting is also required for the report layout, as stipulated below.

Please ensure that you carefully read through the Task Description, Assessment Criteria, and Moodle assessment page to fully understand the nature and requirements of this task.

**Assessment Due Date**

Week 9 Monday (9 May 2022) 8:00 am AEST

**Return Date to Students**

Week 11 Monday (23 May 2022)

Results and rubrics will be posted in grade book

**Weighting**

50%

**Minimum mark or grade**

50%

**Assessment Criteria**

This task is worth 50% of your overall mark. You must attain a minimum mark of 50% for this task to pass, and you must pass this task to pass the unit.

- Presentation and layout: Layout formatting of report body is consistent and correct APA style as stipulated below (see "Report Formatting" section below); cover page includes name and student number, unit ID, due date and any extension status, and calculated word count (excluding citations, reference list).
- Content: All required subsections are present and completed as directed; at least six current relevant peer-reviewed papers are used.
- Style: This task requires writing at the standard of a third-year undergraduate student. Information is presented in a clear & logical sequence; written in academic style; conforms to word count; and demonstrates correct grammar and spelling.
- Referencing: All sources are cited and referenced appropriately throughout this task in correct APA 7th edition style. Significant penalties apply for citations not present in the reference list and vice-versa.
- File format: Submitted as a Word document (.doc or .docx).
- Word count: 2,000 words +/-10%, excluding cover page, in-text citations, and reference list.  
**Calculate your word count before submission and include this on the cover page.**
- Late submissions: Late submissions will be accepted, but penalties will accrue at 5% for every calendar day past the due date in the absence of an approved extension.

- Academic integrity: All submissions are subject to review of the associated Turnitin report and all instances of plagiarism shall be reported to the Academic Misconduct Board.

#### Report Formatting:

You must format your written report using APA formatting style. The APA doesn't just set citation and reference styles, but have layout requirements too; these stipulate rules on the font, margins, headings and subheadings, spacing and returns, and how we layout our reference list. Please apply the following formatting to your layout:

- Cover page shows your paper's title, name and student number, this unit code, and the word count excluding the exclusions (title page, in-text citations, and reference list). Start these 1/3 down from the top, and make them horizontally centred.
- No fancy templates on the cover page or on the sides of each page of the report; keep the background plain and white.
- One inch margins (2.54cm) on all sides (usually MS Word default margins).
- Left margin alignment; NOT justified margins.
- First line of each paragraph of the report body is indented 3-5 characters.
- Times New Roman or Arial font, size 12. Either is fine, but use just one font for the entire document.
- Double spacing throughout the entire document.
- Section headings are centred and bolded in sentence case; use the headings provided for each question within the content section of this assessment task.
- No extra returns after each paragraph or reference (this is why we have the indentations, headings, and hanging indents).
- Reference list starts on a new page and is strictly alphabetised.
- Each reference has a hanging indent of 5-7 characters.

#### Report Content:

Your report will comprise the following content (but you may use your own headings and subheadings). Utilise current peer-reviewed literature to support your statements at all times, and review this literature when contrasting published evidence with current ambulance protocols. Beside each content section below are prompts on what you might wish to include within each section, but you may add further information / shift focus slightly as best suits your chosen topic.

- Introduction: Identify your chosen toxidrome with a brief definition, and introduce the report purpose.
- Epidemiology: What is the prevalence of this toxidrome in Australia? Consider related information such as incidence and demographics, e.g. is it primarily seen within particular population groups or regions? Are presentations increasing in prevalence? What is the relevance to pre-hospital care?
- Pathophysiology: Which specific body systems are impacted by this toxidrome? Explain the

systemic effects of this toxic substance upon organs and organ systems, and describe the clinical features and progression.

- Research current best-practice in literature: What recommendations for clinical management of this toxidrome are made in recent literature? Are there any recent developments in management? You will need to review papers of no more than five to ten years old to determine contemporary best-practice.
- Comparison to current protocols: Discuss current treatment guidelines in QAS (or your stated choice of statutory Australian ambulance service), and compare these to your literature review findings.
- Recommendations: Do you recommend change to current ambulance treatment for this presentation? What are the critical considerations for patient safety and appropriate paramedic thought processes when treating these patients?
- Conclusion: A brief summation of your main argument and recommendations.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Only submissions via Turnitin on the Moodle page will be accepted.

### **Learning Outcomes Assessed**

- Evaluate patients systematically and comprehensively, to formulate a provisional diagnosis associated with toxicology, toxinology and environmental emergencies
- Utilise critical thinking in case management, justifying clinical decisions with an evidence-based rationale

### **Graduate Attributes**

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

## **2 Online Exam**

### **Assessment Type**

Online Test

### **Task Description**

The online quiz will incorporate multiple-choice questions, short and medium-length answer responses, and case studies to assess your theoretical knowledge of topics covered throughout the unit.

The online quiz will incorporate any topics covered in this unit including anatomy and pathophysiology, toxicological, toxinological or environmental emergency processes, presentations and appropriate pre-hospital management of the various condition covered.

Students will be assessed on the Clinical Practice Guidelines, Clinical Practice Procedures and Drug Therapy Protocols as per the Queensland Ambulance Service Clinical Practise Manual. This will be explored in more depth throughout the unit. Any concerns surrounding these criteria will need to be discussed with the Unit Coordinator at the unit's commencement.

The assessment aligns with the learning outcomes for this unit, as described in the Unit Profile.

**Assessment Due Date**

Week 11 Monday (23 May 2022) 8:00 am AEST

Quiz will open Monday 16th May 2022 and will be open for exactly seven days closing on Monday 23rd May 2022 at 08:00 AM

**Return Date to Students**

Review/Exam Week Monday (6 June 2022)

Results will be posted in Grade Book.

**Weighting**

50%

**Minimum mark or grade**

50%

**Assessment Criteria**

This is a 90 minute timed quiz with a pass mark of 50% and you must pass this task to pass the unit. You must complete the quiz in the allocated time. There will be no opportunity to save your answers and return to the quiz at a later time.

The test will be opened for exactly seven (7) days.

Only one (1) attempt will be granted to achieve a pass mark for this assessment.

In the absence of an approved extension, there will be no opportunity to complete this assessment after the due date.

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.

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Justify the provisional diagnosis by applying knowledge of underpinning physiological changes associated with acute toxicology, toxinology and environmental presentations
- Demonstrate the appropriate level of clinical management through comprehensive knowledge and implementation of best-practice clinical interventions.

**Graduate Attributes**

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

## 3 Residential School

**Assessment Type**

Practical Assessment

**Task Description**

For this assessment, students will be required to attend each day of a compulsory residential school. There will be a total of two (2) assessment tasks in the format of Objective Structured Clinical Examination (OSCE). These tasks are designed to test your theoretical knowledge combined with your clinical assessment and patient management skills. All assessment tasks align with the learning outcomes for this unit, as described in the Unit Profile.

The two (2) OSCEs will take the format of a structured scenario where you will be allocated 20 minutes to complete each task. The OSCE is designed to assess your knowledge and understanding of the material covered throughout the unit in a structured practical environment. Furthermore, the OSCE will assess your ability to perform a thorough patient assessment and history and use this information to

formulate a provisional diagnosis. In combination with your patient assessment and provisional diagnosis, you will implement appropriate and timely interventions, procedures and/or skills. Your ability to communicate effectively and overall scene management will also be assessed. Finally, you will be required to demonstrate your ability to give a patient handover to a senior clinician or other health professional.

**Assessment Due Date**

Exam Week Friday (17 June 2022) 5:00 pm AEST

Due at the completion of the residential school students attend.

**Return Date to Students**

Exam Week Friday (17 June 2022)

Students will be aware of their grade prior to departing the residential school they attend.

**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass/Fail

**Assessment Criteria****Critical Points**

You must achieve a pass mark on each individual OSCE to be awarded an overall pass for the residential school.

The pass mark for each OSCE is 60%.

Only one reattempt will be provided should a student fail one of the two OSCE's

The inability to achieve a pass mark for two (2) OSCE's will result in a fail for the unit as no reattempt will be offered.

Failure to undertake or achieve a pass mark for two OSCE's will result in a fail for this assessment and the unit.

Students will be assessed on the Clinical Practice Guidelines, Clinical Practice Procedures and Drug Therapy Protocols as per the Queensland Ambulance Service Clinical Practise Manual. This will be explored in more depth throughout the unit. Any concerns surrounding these criteria will need to be discussed with the Unit Coordinator at the unit's commencement.

Students are responsible for allocating themselves for a residential school. Failure to allocate appropriately before arrival may lead to academic penalties. Numbers at residential schools will be capped, and a position at your preferred location is not guaranteed regardless of geographical location or previous attendances. Preferences will be given in order of student allocation. The Unit Coordinator will not be responsible for assisting with residential school allocation changes.

**Critical Errors**

Critical errors in this unit will be classed as anything, by act or omission, that causes immediate harm or the potential to cause harm yourself, partner, patient or bystanders, or any procedure performed outside your scope of practice. During any form of assessment, if any of the following critical errors are witnessed, if safety permits, the scenario will continue; however, the assessment will be graded as a fail. 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 were delivered during defibrillation.

Defibrillation of a non-shockable rhythm.

Failure to recognise cardiac arrest (>1minute).

Failure to shock a shockable rhythm in a timely manner ( <2 minutes).

Failure to perform a complete drug check, including dose, volume indications and contra-indications.

Failure to check indications and contra-indications before performing a skill or procedure.

Performing a skill or procedure outside your scope of practice.

Administering a drug or drug dose outside your scope of practice.

Incorrect sharps disposal or unsafe practice with a sharp.

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

**Submission**

Offline

**Submission Instructions**

Conducted at a compulsory residential school

**Learning Outcomes Assessed**

- Evaluate patients systematically and comprehensively, to formulate a provisional diagnosis associated with toxicology, toxinology and environmental emergencies
- Justify the provisional diagnosis by applying knowledge of underpinning physiological changes associated with acute toxicology, toxinology and environmental presentations
- Utilise critical thinking in case management, justifying clinical decisions with an evidence-based rationale
- Demonstrate the appropriate level of clinical management through comprehensive knowledge and implementation of best-practice clinical interventions.

**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