PMSC13012 *Paramedic Medical Emergencies 3*
Term 1 - 2025

Profile information current as at 23/11/2024 08:23 pm

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 - 2025

- Mixed Mode
- Online

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

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 CQU Success; SUTE data.

Feedback
Comments state that the volume of content is too high when students also have a five-week placement unit in the same term.

Recommendation
It is recommended that content is reviewed prior to next offering and that lectures are also streamlined and shortened when updated. The content volume this year was no different to last year, and remains within established time commitment expectations, yet this cohort made several comments that all invoked the fact that they had placement this term as a reason to reduce content volume in other units. It is therefore also recommended that study expectations are reiterated to students at the start of term so that they understand that workloads for one unit cannot be reduced simply because they have work-integrated learning in another unit that term.

Feedback from Verbal feedback; emails; SUTE data.

Feedback
The residential school received excellent feedback, with students commonly stating that the scenario practice enabled them to translate theory into practice. Students stated that the practical scenarios helped them to better understand the theory, to the extent that they would have performed better on the quiz had they taken than after, rather than before, the residential school.

Recommendation
It is difficult to derive a recommendation from this feedback as the 2025 offering shall have its residential school removed, with the practical assessment replaced with another theoretical task. The strongly positive feedback is of course gratifying though, and whilst many students lamented the removal of the residential school there was also feedback expressing that the financial savings for future students would be welcomed. In lieu of a practical component the weekly tutorials will continue to discuss real-world management of cases, and I recommend that these are expanded to include a larger number of example cases beyond the one or two currently covered in tutorials. I am also designing a

teaching component involving conversations with paramedics around real cases that they have attended that are relevant to and/or best representative of that week's topic. Whilst students will lack practical application of this unit in the lab, they can still learn skills and ponder considerations of practical case management from other experienced paramedics through applying social learning methodology.

Feedback from Verbal feedback; emails; SUTE data.

Feedback

Many very positive comments were received around the quality of the lecture and tutorial content, and for the provision of the additional formative quizzes and formative feedback on the written task. Whilst many students noted correctly that this final PME unit is the most complicated of the group, they felt well-prepared for the quiz and practical assessment.

Recommendation

Content is due for redevelopment, so it is recommended that I continue to use the green screen when producing the new content and also that I explore the inclusion of polling technology available in Echo360 to create an interactive component that is value-added and engaging. This will bring a immediate knowledge check into the lecture instead of leaving it seperately in weekly learning objectives and the practice quizzes. I will continue to provide audio-only versions of all content, and will again provide the two large formative quizzes to help students revise and prepare for that assessment task.

Feedback from Self-reflection.

Feedback

There remains an unacceptable level of poor paraphrasing and outright plagiarism in the written report assessment task that is far below the standard expected of third-year students.

Recommendation

The best recommendation is to directly include ALC and other resources on writing skills into this unit, and to produce a video for students talking through this issue and presenting examples of de-identified student submissions. I will discuss the issue with ALC staff and will consider embedding this content into the unit as mandatory tasks.

Feedback from SUTE data.

Feedback

Students' perception of having learnt from their assessment tasks decreased this year from the 2023 unit evaluation. There was a decline also in student evaluation of the clarity of unit requirements.

Recommendation

For the 2025 offering it is recommended that short videos are produced that directly explain why each assessment task has been developed to further their learning and test their performance, and how students will learn from their assessments along the way. I do already provide videos explaining how to best complete these tasks and achieve a great mark, but these have not best explained the full value of these tasks for their learning and development. As aforementioned all tasks this year did again have videos explaining their relevant task requirements, but these should be reviewed to determine if I could better convey alignment to Learning Outcomes and to better explicate requirements.

Unit Learning Outcomes

Information for Unit Learning Outcomes has not been released yet.
This information will be available on Monday 13 January 2025

Alignment of Learning Outcomes, Assessment and Graduate Attributes

Information for Alignment of Learning Outcomes, Assessment and Graduate Attributes has not been released yet.
This information will be available on Monday 13 January 2025

Textbooks and Resources

Information for Textbooks and Resources has not been released yet.
This information will be available on Monday 17 February 2025

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.
This unit profile has not yet been finalised.