



PMSC20006 Advanced Clinical Care of Trauma and Environmental Emergencies

Term 2 - 2020

Profile information current as at 20/04/2024 01:08 am

All details in this unit profile for PMSC20006 have been officially approved by CQU University 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 will provide you with the underpinning evidence-based knowledge of common traumatic and environmental emergencies. In addition, you will be able to demonstrate critical care paramedic skills and interventions in the management of traumatic and environmental emergencies, and to operate effectively within trauma management systems.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Co-requisites PMSC20002 Advanced Critical Skills Application PMSC20005 Advanced Assessment, Diagnostic Interpretation and Management

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 2 - 2020

- 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 Postgraduate 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. **Practical Assessment**

Weighting: Pass/Fail

2. **On-campus Activity**

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 Self-reflection

Feedback

Review assessment strategy

Recommendation

At present, there are only two assessments, with both offered during the residential school. Consideration should be given to reviewing the assessment strategy to allow students earlier opportunities to monitor their progress via assessment tasks.

Feedback from Self-reflection

Feedback

Engagement of currently practicing Critical Care Paramedics during residential school

Recommendation

Continue to engage currently practicing Critical Care Paramedics during residential school.

Feedback from Self-reflection

Feedback

Maintain structured approach to residential school

Recommendation

In 2019, a more structured approach to the plan for the residential school was taken, with greater alignment between key learning points and scenarios to ensure essential concepts are covered. Continue with structured plan.

Unit Learning Outcomes

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

1. Discuss the pathophysiology of common traumatic and environmental emergencies
2. Apply evidence-based knowledge in the management of trauma and environmental emergencies
3. Demonstrate advanced critical care paramedic skills and interventions in the management of traumatic and environmental emergencies
4. Communicate effectively and demonstrate leadership within trauma management systems.

Textbooks and Resources

Textbooks

PMSC20006

Prescribed

Textbook of Adult Emergency Medicine

Edition: Fifth (2020)

Authors: Cameron P, Little M, Mitra B, Deasy C (editors)

Elsevier

Sydney , NSW , Australia

ISBN: 978-0-7020-7624-4

Binding: Paperback

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: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Kirsty Shearer Unit Coordinator

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Schedule

Week 1 - 13 Jul 2020

Module/Topic

Chapter

Events and Submissions/Topic

Clinical leadership, communication and decision-making in trauma

Week 2 - 20 Jul 2020

Module/Topic

Chapter

Events and Submissions/Topic

Key concepts in trauma

Week 3 - 27 Jul 2020

Module/Topic

Chapter

Events and Submissions/Topic

Advanced trauma assessment & triage

Week 4 - 03 Aug 2020

Module/Topic

Chapter

Events and Submissions/Topic

Head trauma

Week 5 - 10 Aug 2020

Module/Topic

Chapter

Events and Submissions/Topic

Spinal & nervous system trauma

Vacation Week - 17 Aug 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 24 Aug 2020		
Thoracic trauma		
Week 7 - 31 Aug 2020		
Abdominal & pelvic trauma		
Week 8 - 07 Sep 2020		
Extremity trauma & crush injury		
Week 9 - 14 Sep 2020		
Multi-system trauma		
Week 10 - 21 Sep 2020		
Burns		
Week 11 - 28 Sep 2020		
RESIDENTIAL SCHOOL		Practical assessment Due: Week 11 Friday (2 Oct 2020) 5:00 pm AEST Grand rounds presentation Due: Week 11 Friday (2 Oct 2020) 5:00 pm AEST
Week 12 - 05 Oct 2020		
Environmental emergencies		
Review/Exam Week - 12 Oct 2020		
Exam Week - 19 Oct 2020		

Assessment Tasks

1 Practical assessment

Assessment Type

Practical Assessment

Task Description

During the compulsory residential school, you will individually complete a practical simulation assessment involving an authentic case of a traumatic and/or environmental emergency. The practical assessment will assess your ability to:

- Apply evidence-based knowledge in the management of trauma & environmental emergencies
- Demonstrate advanced critical care paramedic skills & interventions in the management of traumatic & environmental emergencies
- Communicate effectively & demonstrate leadership

Assessment Due Date

Week 11 Friday (2 Oct 2020) 5:00 pm AEST

This assessment will occur during the compulsory residential school.

Return Date to Students

Review/Exam Week Friday (16 Oct 2020)

Feedback will be uploaded into the unit Moodle page within 2 weeks.

Weighting

Pass/Fail

Assessment Criteria

Your practical assessment will be marked according to the criteria outlined in the rubric provided on the unit Moodle page. You will be offered a maximum of two (2) attempts at this assessment.

This is a PASS/FAIL assessment task.

If a critical error occurs during your assessment the assessment will immediately cease, no marks will be awarded and it will result in a failed attempt. Critical errors in this assessment will be classed as:

- **An action which causes immediate harm to yourself, partner, patient or bystanders**
- **Unsafe use of the defibrillator/not recognising cardiac arrest (>1 minute delay in recognition)**
- **No or incomplete drug check**
- **Incorrect sharps disposal**
- **Performing a skill and/or procedure outside the scope of practice of a critical care paramedic (CCP).**

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Offline

Learning Outcomes Assessed

- Apply evidence-based knowledge in the management of trauma and environmental emergencies
- Demonstrate advanced critical care paramedic skills and interventions in the management of traumatic and environmental emergencies
- Communicate effectively and demonstrate leadership within trauma management systems.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

2 Grand rounds presentation

Assessment Type

On-campus Activity

Task Description

Preamble

During the compulsory residential school, you will be required to present a 'Grand Rounds' presentation regarding one trauma or environmental patient whom you have attended. This is an in-depth look at the patient from initial presentation through to delivery into tertiary care.

Task Description

Your Grand Rounds presentation requires you to present a unique trauma or environmental case that you have attended, exploring the experience from start to finish. Your PowerPoint and presentation itself will need to address the following key points:

1. Your PowerPoint presentation will detail:

- The initial case details (case type, scene information, mechanism of injury etc.)
- Chief complaint and history of presenting illness or injury
- Allergies, medications, past medical history including social history
- Assessment (initial/general/focused), any diagnostic values obtained, and findings
- Impression, differential diagnosis and main diagnosis
- Overview of main diagnosis (i.e. pathophysiology, manifestations and how your patient fit the diagnosis)

- Epidemiology of the main diagnosis
- Management & treatment
 - Your planned and actual treatment
 - Note whether a critical care paramedic was involved in the case
 - Reflect on whether you would now choose to do things differently as a process of continuous improvement (this is a key area that must be addressed)
- Further care needed in the hospital system (if known)
- Prognosis & outcome (if known)
- Your final thoughts on the case
- References

** a hard copy of your PowerPoint will need to be submitted at the time of presentation**

2. Your ability to do a Questions and Answers (Q&A) session. You will be asked questions by both students and assessors following your presentation.

You will be allocated 30 minutes to complete both your presentation and the Q&A session.

Assessment Due Date

Week 11 Friday (2 Oct 2020) 5:00 pm AEST

This assessment will occur during the compulsory residential school.

Return Date to Students

Review/Exam Week Friday (16 Oct 2020)

Feedback will be uploaded into the unit Moodle page within 2 weeks.

Weighting

Pass/Fail

Assessment Criteria

Your 'Grand Rounds' presentation, PowerPoint and Q&A performance will be marked according to the criteria outlined in the rubric provided on the unit Moodle page, covering areas such as:

- PowerPoint – structure, theme & layout, wording style & referencing, imagery & visual aspects
- Presentation – case details, chief complaint, previous history, assessment of presenting condition, integration of diagnostics and main diagnosis; management and treatment; reflection; relevance and timing
- Q&A – ability to appropriately answer questions in a timely manner

This is a PASS/FAIL assessment task.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Offline

Learning Outcomes Assessed

- Discuss the pathophysiology of common traumatic and environmental emergencies
- Apply evidence-based knowledge in the management of trauma and environmental emergencies
- Communicate effectively and demonstrate leadership within trauma management systems.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

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