



# PMSC20012 *Primary Healthcare 1*

## Term 1 - 2018

Profile information current as at 19/05/2024 12:45 pm

All details in this unit profile for PMSC20012 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

This unit provides you with the knowledge and management strategies for functioning as a paramedic with a primary healthcare focus. This unit lays out the foundations of recognition and management of patients with common chronic and low acuity disease states through a detailed examination of the pathophysiology, epidemiology, history and assessment findings. You will be able to formulate a clinical diagnosis by incorporating presentation, history, assessment, diagnostic studies and other findings using an analytic approach and then utilise evidenced-based medicine for the management of a patient's condition. Additionally, the unit introduces you to palliative care and the paramedic practitioner's role in its delivery.

#### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 12

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.25

#### Pre-requisites or Co-requisites

There are no requisites for this unit.

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 - 2018

- Distance

#### 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 12-credit Postgraduate 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: 40%

#### 2. **Presentation**

Weighting: 30%

#### 3. **Written Assessment**

Weighting: 30%

### 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](#).

## Unit Learning Outcomes

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


1. Differentiate between common chronic and low acuity disease states based on pathophysiology, epidemiology, risk factors, signs and symptoms
2. Integrate diagnostic findings with patient presentation, history and assessment to formulate a working diagnosis
3. Employ an analytic approach using evidence-based medicine and guidelines for the management of primary care conditions
4. Describe the primary care paramedic's role in the delivery of palliative care.

A Graduate Diploma is now the standard requirement for many state ambulance services for advanced positions in the paramedic field. An emphasis has been placed on preferred candidates exceeding this requirement with a Masters degree for many new positions such as the Paramedic Practitioner.













## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Knowledge				
2 - Communication				
3 - Cognitive, technical and creative skills				
4 - Research				
5 - Self-management				
6 - Ethical and Professional Responsibility				
7 - Leadership				
8 - Aboriginal and Torres Strait Islander Cultures				

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 40%								
2 - Presentation - 30%								
3 - Written Assessment - 30%								

## 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

No referencing style set.

## Teaching Contacts

**Natalee Williams-Claassen** Unit Coordinator

[n.williams-claassen@cqu.edu.au](mailto:n.williams-claassen@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Eye and ENT		

### Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Respiratory System and Cardiovascular System		

### Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Central Nervous System and Mental Health		

### Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Gastrointestinal and Urinary System		

### Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Communicable Diseases, Infection/allergy/microbiology/immunity		

### Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

### Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Diabetes, Skin		

### Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Musculoskeletal System		<b>Case Report</b> Due: Week 7 Thursday (26 Apr 2018) 12:00 pm AEST

### Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Wounds		

### Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Palliative Care		<b>Presentation</b> Due: Week 9 Thursday (10 May 2018) 12:00 pm AEST

**Week 10 - 14 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Palliative Care		

**Week 11 - 21 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Catch up Week		

**Week 12 - 28 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Pain Management		<b>Essay</b> Due: Week 12 Thursday (31 May 2018) 12:00 pm AEST

**Review/Exam Week - 04 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 11 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Case Report

**Assessment Type**

Written Assessment

**Task Description**

You are required to discuss a clinical case that you have attended where the patient presented with a common chronic or low acuity disease state.

The case report must include the following:

- A description of the patient's clinical presentation, history and assessment findings. (If applicable, please also include discussion on further diagnostic tests that could have been utilised in the formulation of a diagnosis for this patient at a PP level.)
- Considering the above, provide possible differential diagnoses for this patient's condition and justify each differential diagnosis with evidence.
- Discuss each of these conditions' pathophysiology, epidemiology, risk factors and signs and symptoms
- Formulate a working diagnosis for this patient.

**Assessment Due Date**

Week 7 Thursday (26 Apr 2018) 12:00 pm AEST

**Return Date to Students**

Week 9 Friday (11 May 2018)

**Weighting**

40%

**Minimum mark or grade**

50

**Assessment Criteria**

Within the primary care context you are required to demonstrate the ability to differentiate between common chronic and low acuity disease states based on the pathophysiology, epidemiology, risk factors and signs and symptoms and integrate diagnostic findings with patient presentation, history and assessment to formulate a working diagnosis.

While there is no maximum word limit for your case report, it is expected that the document will be clear, concise and structured appropriately. There is minimum requirement of 3000 words. The case report will be assessed in accordance with the rubric provided on the unit's Moodle page. It should be presented in an essay format.

The case report is worth 40% of your overall unit mark.

**Submission**

Online

**Learning Outcomes Assessed**

- Differentiate between common chronic and low acuity disease states based on pathophysiology, epidemiology, risk factors, signs and symptoms
- Integrate diagnostic findings with patient presentation, history and assessment to formulate a working diagnosis

**Graduate Attributes**

- Knowledge
- Cognitive, technical and creative skills
- Research

## 2 Presentation

**Assessment Type**

Presentation

**Task Description**

During your career as a paramedic you would have experienced call outs to patients with common chronic or low acuity disease states that may have required medical assistance, though not at an emergency care level. In most cases these patients are unnecessarily transported to a hospital's emergency department (ED) for a non-acute condition, increasing the clinical demand on EDs and patient waiting periods.

Paramedic Practitioners (PPs) have a significant potential to reduce unnecessary transportation and the burden on emergency departments by treating these patients within their communities or at home.

You will need to create a presentation of non-acute clinical case that you have attended and transported, where your patient could have been provided the appropriate primary care management for their condition within their community or at home by a Paramedic Practitioner.

Your presentation must include the following information:

- Brief introduction to the case.
- The patient's presentation, history and assessment findings.
- Provide a working diagnosis with supporting evidence.
- Reflection on the management that was provided on scene and on route to hospital.
- Discussion on a revised assessment and management plan for this patient at a Paramedic Practitioner level, justified by the inclusion of the evidence based medicine and primary care management guidelines.

• All medical practice that is discussed at a PP level must be justified by presented evidence.

**Assessment Due Date**

Week 9 Thursday (10 May 2018) 12:00 pm AEST

**Return Date to Students**

Week 11 Friday (25 May 2018)

**Weighting**

30%

**Minimum mark or grade**

50

**Assessment Criteria**

The presentation will be assessed in accordance with the rubric and information provided on the unit's Moodle page. The following criteria are key points to be included:

- The presentation should be in a PowerPoint format.
- Recorded narration is required and you can use the Notes section to detail your thinking.
- The presentation must address each of the main topic tasks as detailed in the task description.
- Avoid superficial points or comments.
- As this is a presentation, you should include images where appropriate, but these must be referenced.

You will be required to demonstrate the ability to integrate diagnostic findings with patient presentation, history and assessment to formulate a working diagnosis and employ an analytic approach using evidence-based medicine and guidelines for the management of primary care conditions.

The presentation has no specified length in regards to the amount of slides used but the recorded presentation should be approximately fifteen (15) minutes (10% time deviation)

This presentation is worth 30% of your overall unit mark.

**Submission**

Online

**Learning Outcomes Assessed**

- Integrate diagnostic findings with patient presentation, history and assessment to formulate a working diagnosis
- Employ an analytic approach using evidence-based medicine and guidelines for the management of primary care conditions

**Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research

### 3 Essay

**Assessment Type**

Written Assessment

**Task Description**

"The goal of palliative care is to improve the quality of life of patients with an active, progressive disease that has little or no prospect of a cure. With the growth and ageing of Australia's population, and an increase of chronic and generally incurable illnesses, the types of patient groups requiring palliative care has widened." (Australian Institute of Health and Welfare 2016)

Essay Question:

Discuss the Paramedic Practitioner's present and possible future role in the delivery of palliative care for patients that are terminally ill within the Australian context.

Please consider the following suggestions for inclusion in your discussion,

- The Paramedic Practitioner's role in direct patient care (assessment, goals of care, care towards the patient, family and carers, physical, cultural and psychosocial etc.)
- The Paramedic Practitioner's role in indirect patient care (multidisciplinary teams, specialist and community support services involvement, referral etc.)
- Ethical Considerations
- End of life communication

**Reference**

Australian Institute of Health and Welfare 2016, Palliative care (AIHW). Australian Government. Available from: <http://www.aihw.gov.au/palliative-care/> [Accessed: 24 January 2017].

**Assessment Due Date**

Week 12 Thursday (31 May 2018) 12:00 pm AEST

**Return Date to Students**

Exam Week Friday (15 June 2018)

**Weighting**

30%

**Minimum mark or grade**

50

**Assessment Criteria**

While there is no maximum word limit for your essay, there is a minimum word count of 2500 words and it is expected that the essay arguments will be clear and concise. The written assessment will be assessed in accordance with the rubric and information provided on the unit's Moodle page. It should be presented in an essay format.

This written assessment is worth 30% of your overall unit mark.

**Submission**

Online

**Learning Outcomes Assessed**

- Describe the primary care paramedic's role in the delivery of palliative care.

**Graduate Attributes**

- Knowledge
- Communication



- Cognitive, technical and creative skills
- Research
- 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