



PMSC20012 *Primary Healthcare 1*

Term 1 - 2019

Profile information current as at 03/05/2024 09:45 pm

All details in this unit profile for PMSC20012 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 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 - 2019

- 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

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](#).

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 survey

Feedback

The weeks' content was considered to be too repetitive in its delivery.

Recommendation

Diversifying the delivery of the content with the use of further recordings and multimedia resources.

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



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

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Natalee Williams-Claassen Unit Coordinator
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Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Disease states of the eyes, ears, nose and throat.		

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Disease states of the respiratory and cardiovascular systems.		

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Disease states of the central nervous system and mental health		

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Disease states of the gastrointestinal and urinary systems		

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Communicable diseases, infections and allergies		

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Diabetes and Skin disorders		Case Report Due: Week 6 Thursday (25 Apr 2019) 8:00 am AEST

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Disease states of the musculoskeletal system		

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Wounds		

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Palliative Care

Presentation Due: Week 9 Thursday
(16 May 2019) 8:00 am AEST

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Palliative Care		

Week 11 - 27 May 2019

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

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Pain Management		Essay Due: Week 12 Thursday (6 June 2019) 8:00 am AEST

Assessment Tasks

1 Case Report

Assessment Type

Written Assessment

Task Description

Preamble

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.

Task description

In this assessment 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 Paramedic Practitioner 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 6 Thursday (25 Apr 2019) 8:00 am AEST

Return Date to Students

Week 8 Thursday (9 May 2019)

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

The case report 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 written assessment should be presented in an essay format.
- The written assessment must address each of the main topic tasks as detailed in the task description.
- Avoid superficial points or comments and be clear and concise.
- As this is a written assessment, you must include in-text referencing and a reference list.

There is a minimum word count requirement of 3000 words and a maximum of 3500 words.

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

Referencing Style

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

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

Preamble

Within the primary care context you are 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.

Introduction

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

Task Description

In this assessment you are required to create a PowerPoint 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 en route to hospital.
- Discussion of 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 Paramedic Practitioner level must be justified by presented evidence.

Assessment Due Date

Week 9 Thursday (16 May 2019) 8:00 am AEST

Return Date to Students

Week 11 Thursday (30 May 2019)

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

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.

The presentation has no specified length in regards to the amount of slides used but the recorded presentation should be approximately twenty (20) minutes in length.

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

Referencing Style

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

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

Introduction

“Palliative care has substantial benefits for patients with advanced disease, including improved symptom relief, quality of life, and communication around health care goals. These benefits extend to the patient’s family, improving caregiver quality of life and bereavement outcomes. Palliative care is also associated with cost savings with reduced hospitalisations and emergency department presentations, and greater likelihood of death at home.” (Phillip & Collins, 2015).

Task description

Essay Question:

Discuss the Paramedic Practitioner’s role and approach in the delivery of palliative care for older adult patients with a life limiting illness within the Australian context.

Your discussion must consider the following information:

- 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.)
- Collaboration with other professionals (multidisciplinary teams, specialist and community support services involvement, referral etc.)
- Ethical Considerations
- Advanced healthcare planning and directives
- End of life communication.

Reference

Phillip, J & Collins, A, 2015, ‘Routine integration of palliative care: what will it take?’, *The Medical Journal of Australia*, vol. 20, no. 10, viewed 21 November 2018, <https://www.mja.com.au/journal/2015/203/10/routine-integration-palliative-care-what-will-it-take>

Assessment Due Date

Week 12 Thursday (6 June 2019) 8:00 am AEST

Return Date to Students

Exam Week Thursday (20 June 2019)

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

The essay 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 written assessment should be presented in an essay format.
- The written assessment must address each of the main topic tasks as detailed in the task description.
- Avoid superficial points or comments and be clear and concise.
- As this is a written assessment, you must include in-text referencing and a reference list.

There is a minimum word count of 3000 words and a maximum word count of 3500 words.

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

Referencing Style

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

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