



# PMSC20013 Primary Healthcare 2

## Term 2 - 2020

Profile information current as at 03/05/2024 10:36 am

All details in this unit profile for PMSC20013 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

This unit provides you with the physical examination skills and knowledge of pharmacology needed for functioning as a paramedic with a primary healthcare focus and the assessment of patients with chronic diseases and non-acute complaints. You will learn advanced physical examination techniques, clinical treatments and procedural skills for the diagnosis and continual management of a patient's medical care. Critical thinking and analysis focused on evidence-based medicine and best practice will be covered to integrate decision making and clinical judgement into the use of clinical procedures. Additionally, you will be introduced to concepts and decision making processes relevant to short term pharmacology treatments and review of in-home medications.

#### 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

Pre-requisite: PMSC20012 Primary Healthcare 1

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 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: 70%

#### 2. **Practical Assessment**

Weighting: Pass/Fail

#### 3. **Report**

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 Self-reflection

**Feedback**

Student engagement with experienced primary healthcare practitioners

**Recommendation**

Continue to source and engage a range of experienced clinicians to facilitate sessions during the residential school.

## Unit Learning Outcomes

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

1. Demonstrate and document advanced clinical physical examination and assessment skills for the diagnosis of common chronic and low acuity disease states
2. Formulate and critically evaluate management plans for patient care
3. Implement advanced clinical treatment including procedural skills in the management of common chronic and low acuity disease states
4. Integrate pharmacology into patient care as required
5. Review a patient's medications to identify potential issues for referral to their primary healthcare provider.

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	5
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 - 70%	○	○	○	○	○	○		
2 - Practical Assessment - 0%	○	○	○	○	○	○		
3 - Report - 30%	○	○	○		○	○		

## Textbooks and Resources

### Textbooks

PMSC20013

#### Prescribed

##### **Murtagh's general practice - companion handbook**

Edition: 7th (2019)

Authors: John Murtagh

McGraw Hill Education

North Ryde , NSW , Australia

ISBN: 9781743767474

Binding: Paperback

#### Additional Textbook Information

If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks are available at the publisher's website.

### 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

[k.shearer@cqu.edu.au](mailto:k.shearer@cqu.edu.au)

## Schedule

### Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
General assessment & management 1		

### Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
General assessment & management 2		

### Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Focused assessment & management - HEENT 1		

### Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Focused assessment & management - HEENT 2		

<b>Week 5 - 10 Aug 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Focused assessment & management - cardiac & respiratory		
<b>Vacation Week - 17 Aug 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 24 Aug 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Focused assessment & management - GIT/renal/endocrine		
<b>Week 7 - 31 Aug 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Focused assessment & management - integumentary/musculoskeletal		
<b>Week 8 - 07 Sep 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Wound assessment & management		<b>Reflective Case Studies</b> Due: Week 8 Friday (11 Sept 2020) 11:45 pm AEST
<b>Week 9 - 14 Sep 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Infection assessment & management & immunity/immunisation		
<b>Week 10 - 21 Sep 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Pharmacology - pain management		
<b>Week 11 - 28 Sep 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Pharmacology - general		
<b>Week 12 - 05 Oct 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
RESIDENTIAL SCHOOL		<b>Practical assessment</b> Due: Week 12 Friday (9 Oct 2020) 5:00 pm AEST
<b>Review/Exam Week - 12 Oct 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
		<b>Report</b> Due: Review/Exam Week Friday (16 Oct 2020) 5:00 pm AEST
<b>Exam Week - 19 Oct 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Reflective Case Studies

#### Assessment Type

Written Assessment

#### Task Description

You are to select two (2) clinical cases that you have personally been involved in during your current clinical practice

that have a primary care or low acuity perspective.

For each case you are to write up a comprehensive *reflective* case study encompassing (but not limited to) the following components:

- Background – age, gender, clinical & social history
- A review of patient presentation, including chief complaint
- Physical assessment findings
- In-depth review of medications (prescribed & over-the-counter)
- Treatment offered at the time of your attendance
- Reflection upon and recommendation of potential alternate assessment and/or treatment interventions
- Patient disposal (actual) versus potential alternate referral options (from a primary care/low acuity expanded scope of practice viewpoint)

While much of the information you present will be straightforward, it is important to reflect on key areas of the cases. For instance, while reviewing the medications – how do you think they correlate with the past medical history? Are there any overlapping medications? Are there any unnecessary ones? Were there any issues with patient compliance? When it comes to your treatment, in particular, you need to consider whether there may have been suitable alternatives to care that, given your new scope of practice, would have been more suitable for the patient's presentation. If you are introducing a new product or skill, support your justification with evidence from the literature. Finally, when you are reflecting on the patient disposal, where did you actually take the patient, and may there have been suitable alternatives in light of your new knowledge?

The expected word count is 3000 words (+/- 10%) per case study (6000 words +/- 10% total).

### **Assessment Due Date**

Week 8 Friday (11 Sept 2020) 11:45 pm AEST

### **Return Date to Students**

Week 10 Friday (25 Sept 2020)

### **Weighting**

70%

### **Minimum mark or grade**

A minimum mark of 50% must be achieved on this assessment

### **Assessment Criteria**

This assessment is worth 70% of your overall mark for this unit.

Each reflective case study will be assessed on the following criteria:

#### Overall presentation

- Organisation of presentation/layout
- Writing mechanics
- Formatting
- Referencing

#### Content

- Thoroughness of history (background & patient presentation)
- Thoroughness of physical examination
- Discussion of and reflection upon current pharmacology
- Discussion of and reflection upon treatment administered
- Recommendations regarding potential assessment/treatment interventions
- Discussion of patient disposal

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Please save/upload your file in a Word format (.doc or .docx)

### **Learning Outcomes Assessed**

- Formulate and critically evaluate management plans for patient care
- Integrate pharmacology into patient care as required
- Review a patient's medications to identify potential issues for referral to their primary healthcare provider.

## Graduate Attributes

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

## 2 Practical assessment

### Assessment Type

Practical Assessment

### Task Description

During the compulsory residential school for this unit, you will need to complete a practical assessment where you will be evaluated on your procedural and declarative knowledge of the various assessments, skills and pharmacology learned throughout this unit. You will be assessed via a structured scenario involving comprehensive assessment and management of a patient presenting with a primary care or low acuity issue or issues.

### Assessment Due Date

Week 12 Friday (9 Oct 2020) 5:00 pm AEST

This assessment will occur during the compulsory residential school

### Return Date to Students

Exam Week Friday (23 Oct 2020)

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

### Weighting

Pass/Fail

### Assessment Criteria

The practical assessment will be assessed following the rubric provided on the unit Moodle page. In the event of a critical error or fail grade in your first attempt, you will be allowed a second attempt. A critical error or fail grade in the second attempt will result in a fail for this assessment.

If a critical error occurs during your assessment the assessment will immediately cease; no marks will be given resulting in a failed attempt. Critical errors in this assessment will be classed as:

- any action or inaction which causes immediate harm to yourself, partner, patient or bystanders;
- failure to assess or address issues of the primary survey;
- unsafe use of monitor/defibrillator;
- unsafe drug administration;
- unsafe work practices; or
- incorrect treatment for patient presentation.

This assessment is a PASS/FAIL task.

**In the absence of an approved extension, there will be no opportunity to complete this assessment after the compulsory residential school for this unit.**

### Referencing Style

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

### Submission

Offline

### Learning Outcomes Assessed

- Demonstrate and document advanced clinical physical examination and assessment skills for the diagnosis of common chronic and low acuity disease states
- Formulate and critically evaluate management plans for patient care
- Implement advanced clinical treatment including procedural skills in the management of common chronic and low acuity disease states
- Integrate pharmacology into patient care as required

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills



- Research
- Self-management
- Ethical and Professional Responsibility

## 3 Report

### Assessment Type

Report

### Task Description

Following on from your practical assessment, you will be required to document a comprehensive case report (attendance record), outlining your patient assessment, management and discharge from your care. It should be written in an organised manner as though it is a document that you would send to the patient's general practitioner (GP).

This should encompass (but not be limited to) the following components:

- Background - age, gender, clinical & social history
- A review of patient presentation, including chief complaint
- Physical assessment findings
- Review of medications (prescribed & over-the-counter)
- Treatment offered at the time of your attendance
- Patient disposal including referral options (from a primary care/low acuity expanded scope of practice viewpoint)

A case report template and completed exemplar are provided on the unit Moodle page.

The case report should be succinct and be of no more than 1500 words.

### Assessment Due Date

Review/Exam Week Friday (16 Oct 2020) 5:00 pm AEST

The final case report must be uploaded within one week of the conclusion of the residential school

### Return Date to Students

Exam Week Friday (23 Oct 2020)

Feedback will be uploaded into the unit Moodle page within one week

### Weighting

30%

### Minimum mark or grade

A minimum mark of 50% must be achieved on this assessment

### Assessment Criteria

The case report will be marked according to the rubric provided on the unit Moodle page.

The case report will be assessed on the following criteria:

#### Overall presentation

- Organisation of presentation/layout
- Writing mechanics
- Formatting

#### Content

- Thoroughness of history (background & patient presentation)
- Thoroughness of physical examination
- Discussion of current medications
- Details of assessment/treatment interventions
- Plan for patient disposal

This assessment is worth 30% of the overall mark for this unit.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Please save/upload your file in a Word format (.doc or .docx)

### Learning Outcomes Assessed

- Demonstrate and document advanced clinical physical examination and assessment skills for the diagnosis of common chronic and low acuity disease states

- Review a patient's medications to identify potential issues for referral to their primary healthcare provider.

### **Graduate Attributes**

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

## 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