



# PMSC20014 *Primary Healthcare Engagement*

## Term 1 - 2021

Profile information current as at 17/05/2024 08:47 am

All details in this unit profile for PMSC20014 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 communication skills, networking and inter-professional strategies for functioning as a paramedic with a primary healthcare focus. This unit lays out how the Paramedic Practitioner will function within a multi-disciplinary healthcare system and be an advocate for patient care. It introduces you to the psycho-social underpinnings for referral and patient education and its impact on the patients' well-being. You will learn how to maintain continuity of care for patients in the out-of-hospital setting through the use of the referral process, communication strategies and comprehensive documentation. Additionally, this unit introduces you to community engagement and health promotion with a focus on primary healthcare and meeting the needs of your community.

#### 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: MEDS21006 Medical Research Project 2

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 - 2021

- 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. **Presentation**

Weighting: 30%

#### 2. **Written Assessment**

Weighting: 30%

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

Weighting: 40%

### 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 and discussions with student.

##### **Feedback**

The student underestimated the academic requirements for this 12 credit point Master's unit and battled with time management.

##### **Recommendation**

In future offerings of the unit, there will be a section on the unit's Moodle page stating the amount of time that should be dedicated to this unit each week and providing a link to Student Counselling (GOAL) for assistance with time management.

## Unit Learning Outcomes

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






1. Demonstrate effective communication strategies within therapeutic relationships
2. Prepare comprehensive documentation and determine the appropriate referral to allow for continuity of care
3. Determine the barriers, psycho-social factors and cultural healthcare disparities that can impact a patient's well being
4. Assess the need for patient education, health promotion and community engagement projects
5. Research and develop a community engagement project proposal and plan.

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 |
|---|--|--|--|--|--|

### 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 - Presentation - 30%       |  |  |  |  |  |  |  |   |
| 2 - Written Assessment - 30% |  |  |  |   |  |  |  |   |
| 3 - Written Assessment - 40% |  |  |  |  |  |  |  |   |

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

## Schedule

### Week 1 - 08 Mar 2021

| Module/Topic  | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| The barriers, psycho-social factors and cultural healthcare disparities that can impact on a patient's well-being |         |                              |

### Week 2 - 15 Mar 2021

| Module/Topic                              | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Introduction to Needs Analysis/Assessment |         |                              |

### Week 3 - 22 Mar 2021

| Module/Topic                            | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Development of Community Needs Analysis |         |                              |

### Week 4 - 29 Mar 2021

| Module/Topic                            | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Development of Community Needs Analysis |         |                              |

### Week 5 - 05 Apr 2021

| Module/Topic             | Chapter | Events and Submissions/Topic   |
|--------------------------|---------|--|
| Communication Strategies |         | <b>Needs Analysis Presentation</b> Due: Week 5 Thursday (8 Apr 2021) 11:45 pm AEST |

### Vacation Week - 12 Apr 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

### Week 6 - 19 Apr 2021

| Module/Topic  | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Communication Strategies, Documentation and Referral Pathways |         |                              |

### Week 7 - 26 Apr 2021

| Module/Topic                        | Chapter | Events and Submissions/Topic |
|-------------------------------------|---------|------------------------------|
| Documentation and Referral Pathways |         |                              |

### Week 8 - 03 May 2021

| Module/Topic         | Chapter | Events and Submissions/Topic |
|----------------------|---------|------------------------------|
| Proposal Development |         |                              |

### Week 9 - 10 May 2021

| Module/Topic                          | Chapter | Events and Submissions/Topic   |
|---------------------------------------|---------|--|
| Proposal Development                  |         | <b>Essay</b> Due: Week 9 Thursday (13 May 2021) 11:45 pm AEST            |
| <b>Week 10 - 17 May 2021</b>          |         |  |
| Module/Topic                          | Chapter | Events and Submissions/Topic   |
| Proposal Development                  |         |  |
| <b>Week 11 - 24 May 2021</b>          |         |  |
| Module/Topic                          | Chapter | Events and Submissions/Topic   |
| Proposal Development                  |         |  |
| <b>Week 12 - 31 May 2021</b>          |         |  |
| Module/Topic                          | Chapter | Events and Submissions/Topic   |
| Proposal Submission                   |         | <b>Proposal Document</b> Due: Week 12 Friday (4 June 2021) 11:45 pm AEST |
| <b>Review/Exam Week - 07 Jun 2021</b> |         |  |
| Module/Topic                          | Chapter | Events and Submissions/Topic   |
|                                       |         |  |
| <b>Exam Week - 14 Jun 2021</b>        |         |  |
| Module/Topic                          | Chapter | Events and Submissions/Topic   |
|                                       |         |  |

## Assessment Tasks

### 1 Needs Analysis Presentation

#### Assessment Type

Presentation

#### Task Description

Needs Analysis is the process of identifying and evaluating needs in a community or other defined populations of people. The information gained through a needs analysis can help build consensus around an issue, identify priority action areas, and guide intervention planning and implementation efforts.

In this assessment, you will need to create a PowerPoint presentation. The presentation will be a summary of a concept document for a Community Needs Analysis Project that you would like to undertake in your community. It must also incorporate one or more of the following research interest areas: the barriers, psychosocial factors and /or cultural healthcare disparities that can impact a patient's well-being.

Your Presentation must include a section for each of the following:

- Community Background
- Literature review regarding the key research interest area that you feel needs investigation
- Purpose of the Needs Analysis
- Target Population and gaining a sample
- Data Collection Method
- Data Analysis Method
- Resources etc. required
- Community Feedback plan

The concept document for a Community Needs Analysis Project, from which the presentation will be produced, will be developed during your first few weeks of coursework for PMSC20014. Please refer to the Unit's schedule.

#### Assessment Due Date

Week 5 Thursday (8 Apr 2021) 11:45 pm AEST

#### Return Date to Students

Week 7 Friday (30 Apr 2021)

#### 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 dot points as detailed in the task description.
- As this is a presentation, you can include images where appropriate, but these must be referenced.

The presentation has no specified length with regards to the number of slides used but the recorded presentation should be between 30-35 minutes.

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

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Determine the barriers, psycho-social factors and cultural healthcare disparities that can impact a patient's well being
- Assess the need for patient education, health promotion and community engagement projects
- Research and develop a community engagement project proposal and plan.

### Graduate Attributes

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

## 2 Essay

### Assessment Type

Written Assessment

### Task Description

#### Preamble

"Within the pre-hospital emergency environment, communication between paramedic and patient in an acute, chronic or socially challenging medical situation is a complex process. Paramedics may be presented with an infinite range of conditions or complaints that require careful consideration, and to ensure the best patient outcomes, it is imperative that communication between patient and paramedic is clear and effective." (Eadie, Carlyon, Stephens and Wilson, 2013)

#### Task Description

Discuss the Paramedic Practitioner's role in the implementation and use of effective communication strategies in the prehospital setting and during the transition of care.

Your discussion must include:

- The communication skills required of the Paramedic Practitioner.
- The communication strategies needed, as well as the possible tools/interventions that could be utilised in the prehospital environment for low acuity/chronic condition patients.
- An example of a communication intervention/tool that you use/could use in your present practice as a clinician. Could this be an effective tool/intervention in the treatment of low acuity/chronic condition patients in the prehospital environment?
- Multidisciplinary team communication.
- Transitions of Care, including the use of comprehensive documentation and information to allow for effect continuity of care in the referral of patients.

#### Reference

Eadie, K., Carlyon, M., Stephens, J. and Wilson, M., 2013. Communicating in the pre-hospital emergency environment. *Australian Health Review*, 37(2), p.140.

### Assessment Due Date

Week 9 Thursday (13 May 2021) 11:45 pm AEST

### Return Date to Students

Week 11 Friday (28 May 2021)

**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 essay is worth 30% of your overall unit mark.

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Demonstrate effective communication strategies within therapeutic relationships
- Prepare comprehensive documentation and determine the appropriate referral to allow for continuity of care

**Graduate Attributes**

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

### 3 Proposal Document

**Assessment Type**

Written Assessment

**Task Description**

You will be required to research and develop a project proposal and plan for your Community Project.

Your project proposal document must include the following information:

- Purpose of the community project
- Identification of the target population, the priorities and boundaries of the project and its desired outcomes to address the research interest area/s as theorised in the Needs Analysis
- Community context and conditions which may impact the outcome of the project
- Development of strategies/activities/interventions to be used within the project
- Resources required (including examples of education and promotional resources)
- Identification of necessary partnerships
- Timeline
- Community Feedback plan.
- Plan for the Evaluation of the completed project.
- References

The proposal will be developed during Weeks 8-12 of the coursework and builds upon the foundation provided in Assessment 1. Please refer to the Unit's schedule.

**Assessment Due Date**

Week 12 Friday (4 June 2021) 11:45 pm AEST

**Return Date to Students**

Exam Week Friday (18 June 2021)

**Weighting**

40%

**Minimum mark or grade**

50%



**Assessment Criteria**

The written assessment 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.

While there is no maximum word limit for your proposal, there is a minimum word count of 3500 words.

This written assessment is worth 40% of your overall unit mark.

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Determine the barriers, psycho-social factors and cultural healthcare disparities that can impact a patient's well being
- Assess the need for patient education, health promotion and community engagement projects
- Research and develop a community engagement project proposal and plan.

**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