



PMSC20018 *Prolonged Field Care and Casualty Evacuation*

Term 2 - 2023

Profile information current as at 03/05/2024 04:00 pm

All details in this unit profile for PMSC20018 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 will build on your existing knowledge of pharmacology and advanced clinical assessment and intervention. You will learn to use advanced clinical vital sign monitoring and interventions to build an accurate clinical picture to advocate for patient evacuation with the most appropriate available transport assets. Planning, operational control, triage and patient packaging for systematic evacuation will be introduced. You will be introduced to advanced clinical care practices for prolonged field care scenarios where evacuation is deferred indefinitely. Risk mitigation and situational awareness techniques learned in direct and indirect threat care units will be built upon and further incorporated into the clinical assessment to ensure a measured situational response in the event of threat re-escalation. You will synthesise clinical data obtained through ongoing patient assessment to implement an ongoing treatment plan in preparation for evacuation.

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: PMSC20016 Direct Threat Care PMSC20017 Indirect Threat Care

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 - 2023

- 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. **Written Assessment**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

3. **Practical Assessment**

Weighting: Pass/Fail

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 Verbal, during residential school.

Feedback

Enjoyed practical scenarios.

Recommendation

Continue to carefully design each scenario to meet a clear set of outcomes.

Feedback from Verbal, during residential school.

Feedback

Long waiting periods between scenarios.

Recommendation

Recruit subject matter experts to ensure that students are engaged while waiting to participate in scenarios.

Feedback from Verbal, during residential school.

Feedback

Fidelity during scenarios can be improved.

Recommendation

Request additional moulage-trained technical staff to assist with residential schools. Acquire props to simulate additional complexity in scenarios.

Unit Learning Outcomes

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

1. Apply comprehensive clinical assessments within the tactical care context
2. Integrate clinical knowledge, pharmacology and advanced clinical interventions into prolonged field care
3. Analyse trends in clinical findings to identify emerging trauma pathologies or clinical deterioration in prolonged field care
4. Demonstrate ongoing situational control while treating and preparing a patient for evacuation.
























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 - Written Assessment - 50%	•	•		
2 - Written Assessment - 50%			•	•
3 - Practical Assessment - 0%	•	•		•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	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				

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 styles below:

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Aldon Delport Unit Coordinator
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Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Electronic monitoring for PFC. Pulse oximetry. End-tidal CO ₂ . Gas diffusion in depth. Ventilation/perfusion matching.		

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Evacuation. Evacuation platforms. Stressors of flight. Flight physiology and gas laws. Telemedicine.		

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Haemorrhage control for PFC. Adverse effects of prolonged tourniquet use. Tourniquet de-escalation.		

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Advanced airway. Intubation. Checklists. Apnoeic oxygenation. Denitrogenation. Post-intubation management.		

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Advanced ventilator management. Acid-base balance. Modes of ventilation. Ventilator settings (Knobology). Ventilation strategies for trauma. Sedation.		

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Rapid sequence induction (RSI). Induction agents. Neuromuscular blockade (Physiology). Depolarising agents. Non-depolarising agents.		Enhancing PFC telemedicine Due: Week 6 Friday (25 Aug 2023) 12:00 pm AEST

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Damage control resuscitation 2. Advanced Resuscitation. Blood products. Point of care labs. Freeze-dried plasma.		

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Head injury guidelines for PFC. Head injury guidelines TECC/CoTCCC/JTS.		

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Wound management. Wound management in PFC. JTS Guidelines.		

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Extremity trauma. Crush injury guidelines CTECC/CoTCCC/JTS. Compartment syndrome.		Treatment Plan for PFC Due: Week 10 Friday (22 Sept 2023) 12:00 pm AEST

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Burns. JTS Guidelines for burns. Burns considerations for prolonged field care.		

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Review and consolidate knowledge.		

Residential school - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Objective Structured Clinical Examination Due: Review/Exam Week Friday (13 Oct 2023) 11:45 pm AEST

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Enhancing PFC telemedicine

Assessment Type

Written Assessment

Task Description

Telemedicine in Prolonged Field Care (PFC) refers to using telecommunications technology to provide remote medical consultations, monitoring, and treatment to personnel in austere or challenging environments. Healthcare providers can deliver timely and essential medical care to injured patients through videoconferencing, digital health records, and remote monitoring devices, even far from traditional medical facilities.

You must describe how telemedicine contributes to the effectiveness of prolonged field care in military and civilian search and rescue healthcare settings. Provide a comprehensive analysis of telemedicine's benefits, challenges, and potential implications in supporting prolonged field care for injured patients in austere and denied environments. Additionally, you will discuss the key technological and logistical considerations that need to be addressed to successfully implement telemedicine in the context of prolonged field care.

Your assessment must be presented in the form of an essay.

Your report must include the following:

- The benefits of telemedicine in a prolonged field care setting.
- The challenges associated with providing prolonged field care in the context of logistical support.
- The challenges associated with supporting prolonged field care from a communications and connectivity perspective.

Assessment Due Date

Week 6 Friday (25 Aug 2023) 12:00 pm AEST

Return Date to Students

Week 9 Monday (11 Sept 2023)

Weighting

50%

Assessment Criteria

There is a word count of 2000 words with a 10% deviation (+/-), excluding references for your assessment. Your assessment will be presented as an essay. Your essay will be clear and concise. The essay will be assessed per the information and rubric provided on the unit's Moodle page.

The assessment is worth 50% of your overall unit mark.

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Analyse trends in clinical findings to identify emerging trauma pathologies or clinical deterioration in prolonged field care
- Demonstrate ongoing situational control while treating and preparing a patient for evacuation.

2 Treatment Plan for PFC

Assessment Type

Written Assessment

Task Description

Prolonged field care is characterised by the deferment of evacuation in a resource-limited environment. You will be given two hypothetical clinical cases where the principles of C-TECC/CoTCCC have been applied. You are required to provide an ongoing treatment strategy for your patients beyond C-TECC/CoTCCC guidelines. All physiological parameters must be accounted for, optimised and monitored. To complete this task, you will need to refer to the Joint Trauma Systems (JTS) Guidelines for prolonged field care and supporting evidence.

You will present your cases in the form of an essay.

Your report must include the following:

- Your strategy for facilitating telemedicine consultation within a PACE planning framework.

- Your strategy for collecting and monitoring vital sign data trends in a resource-limited environment
- Your strategies for further optimisation of treatments applied in the indirect threat care phase.

Assessment Due Date

Week 10 Friday (22 Sept 2023) 12:00 pm AEST

Return Date to Students

Review/Exam Week Monday (9 Oct 2023)

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

There is a word count of 2000 words with a 10% deviation (+/-), excluding references for your assessment. Your case study will be clear and concise. The case study will be assessed per the information and rubric provided on the unit's Moodle page. It should be presented in an essay format.

The case study is worth 50% of your overall unit mark.

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Apply comprehensive clinical assessments within the tactical care context
- Integrate clinical knowledge, pharmacology and advanced clinical interventions into prolonged field care

3 Objective Structured Clinical Examination

Assessment Type

Practical Assessment

Task Description

A medical Objective Structured Clinical Examination (OSCE) is a standardised assessment method used to evaluate the clinical competency of healthcare professionals. It typically consists of a series of stations, scenarios or skills that simulate real-life clinical encounters, allowing candidates to demonstrate their knowledge, skills, and professionalism. The OSCEs will take place at the end of the residential school. You will be required to interact with a simulated patient and apply your clinical skills and knowledge. Two stations will be arranged to simulate clinical scenarios. In OSCE Station one, there will be a series of four interconnected skills to be assessed. In OSCE Station two, there will be a set of three interconnected skills to be assessed. Candidates will move between these stations, where they will be given specific instructions for each scenario.

Assessment Due Date

Review/Exam Week Friday (13 Oct 2023) 11:45 pm AEST

Return Date to Students

Exam Week Friday (20 Oct 2023)

Weighting

Pass/Fail

Assessment Criteria

Examiners will assess your performance based on predefined criteria in the marking rubric available on the unit Moodle. Candidates must manage time effectively, completing all the skills within a time limit. 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, and no marks will be awarded, resulting in a failed attempt.

Critical errors in this assessment will be classed as:

- An action that causes immediate harm to yourself, your partner, patient or bystanders.
- Incorrect sharps management/disposal.

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

No submission method provided.

Learning Outcomes Assessed

- Apply comprehensive clinical assessments within the tactical care context
- Integrate clinical knowledge, pharmacology and advanced clinical interventions into prolonged field care
- Demonstrate ongoing situational control while treating and preparing a patient for evacuation.

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