

# HLT714 Patient Assessment and Initial Care Management

**School:** School of Health - Paramedicine

2025 | Semester 2

Online

ONLINE

You can do this course without coming onto campus.

*Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

The diagnosis and management of people with acute life-threatening presentations is integral to the provision of safe clinical practice in Urgent Care. To prepare you for your professional role you will develop knowledge in acute life-threatening presentations and clinical management. You will critically appraise your clinical knowledge and practices and develop capabilities and competencies to practice in Urgent Care.

### 1.2. How will this course be delivered?

| ACTIVITY   | HOURS | BEGINNING WEEK | FREQUENCY |
|--|-------|----------------|-----------|
| <b>ONLINE</b>  |       |                |           |
| <b>Online</b> – Structured online asynchronous learning materials with optional one-hour online consultation sessions. | 6hrs  | Week 1         | 12 times  |

### 1.3. Course Topics

#### Module 1: Systematic approach to life threat

1. Prioritisation, history taking and examination.
2. Patent airway
  1. Breathing difficulties
  2. Respiratory assessment (Vortex)
  3. Airway adjuncts - OPA, NPA, LMA (not ETT)
3. Circulation difficulties
  1. Hypotensive crisis
  2. Cardiac monitoring
  3. CPR and defibrillation
  4. Care post ROSC
4. Altered level of consciousness/confusion
  1. Delirium
  2. Systematic approach to the altered conscious patient

#### Module 2: Cardiovascular

1. Advanced cardiac life support
2. Aneurysms

#### Module 3: Pain Assessment and management

1. Pain Assessment
2. Pain management

#### Module 4: Psychiatric emergencies & behavioural disturbance

1. Aggression / De-escalation
2. Mood
3. Psychosis
4. Personality disorder

### 1.4. Mature Content

Adult themes

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES   | GRADUATE QUALITIES  |
|--|---|
| On successful completion of this course, you should be able to...  | Completing these tasks successfully will contribute to you becoming...                                      |
| <p>1 Interpret and analyse clinical data to accurately identify and manage cardiac dysrhythmias, rhythm disturbances, and ventilation-perfusion mismatches in acutely unwell patients.</p> | <p>Knowledgeable<br/>Communication<br/>Collaboration<br/>Applying technologies<br/>Information literacy</p> |
| <p>2 Integrate evidence-based primary healthcare for a patient with suspected life threat across the lifespan.</p>   | <p>Empowered<br/>Problem solving<br/>Information literacy</p>   |
| <p>3 Evaluate the aetiology and epidemiology of select life threat cases across the lifespan, the factors that influence outcomes, and the clinician's role in Urgent Care.</p>            | <p>Creative and critical thinker<br/>Communication<br/>Problem solving<br/>Information literacy</p>         |
| <p>4 Identify contributing factors and implement a systematic approach to assess and manage behaviors of concern.</p>  | <p>Sustainability-focused<br/>Communication<br/>Problem solving</p>   |

#### 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1. Pre-requisites

Enrolled in Program GC008

##### 5.2. Co-requisites

Not applicable

##### 5.3. Anti-requisites

Not applicable

##### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

#### 6. How am I going to be assessed?

##### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

##### 6.2. Details of early feedback on progress

To support your learning, early formative feedback will be provided alongside the online learning materials. This will include quizzes and case-based scenarios that reflect the style and content of your summative assessment. These formative online activities offer you an opportunity to self-assess your academic progress and identify areas for improvement.

### 6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT                | INDIVIDUAL OR GROUP | WEIGHTING % | WHAT IS THE DURATION / LENGTH?  | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT?                          |
|---------------|----------|-----------------------------------|---------------------|-------------|---|-----------------------|--|
| Online        | 1        | Activity Participation            | Individual          | 10%         | Four posts - 200 words each   | Refer to Format       | Online Assignment Submission with plagiarism check |
| Online        | 2        | Portfolio                         | Individual          | 45%         | Three case studies (approx 600 to 800 words each - total 1800 - 2400 words) | Refer to Format       | Online Assignment Submission with plagiarism check |
| Online        | 3        | Examination - Centrally Scheduled | Individual          | 45%         | 2 hours   | Exam Period           | Online Assignment Submission with plagiarism check |

#### Online - Assessment Task 1: Discussion

| <b>GOAL:</b>   | Participation and responses in online forums on specified topics to demonstrate disciplinary knowledge, professional capabilities, and critical thinking skills   |     |                           |  |   |                           |   |  |
|--|---|-----|---------------------------|--|---|---------------------------|---|--|
| <b>PRODUCT:</b>  | Activity Participation  |     |                           |  |   |                           |   |  |
| <b>FORMAT:</b>   | Online weeks 1, 4, 8, and 12  |     |                           |  |   |                           |   |  |
| <b>CRITERIA:</b>                                       | <table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1 Identify factors that contribute to patient outcomes</td> <td>4</td> </tr> <tr> <td>2 Interpret clinical data</td> <td>1</td> </tr> </tbody> </table> | No. | Learning Outcome assessed | 1 Identify factors that contribute to patient outcomes | 4 | 2 Interpret clinical data | 1 |  |
| No.  | Learning Outcome assessed   |     |                           |  |   |                           |   |  |
| 1 Identify factors that contribute to patient outcomes | 4   |     |                           |  |   |                           |   |  |
| 2 Interpret clinical data                              | 1   |     |                           |  |   |                           |   |  |
| <b>GENERIC SKILLS:</b>                                 | Communication, Collaboration, Information literacy  |     |                           |  |   |                           |   |  |

#### Online - Assessment Task 2: Case studies

| <b>GOAL:</b>   | Case based learning to facilitate critical reflection on evidence based practice and disciplinary knowledge  |     |                           |  |     |  |
|--|--|-----|---------------------------|--|-----|--|
| <b>PRODUCT:</b>                                      | Portfolio  |     |                           |  |     |  |
| <b>FORMAT:</b>                                       | online weeks 2, 5 and 10.  |     |                           |  |     |  |
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| No.  | Learning Outcome assessed  |     |                           |  |     |  |
| 1 Integration of evidence-based care in initial care | 1 2  |     |                           |  |     |  |
| <b>GENERIC SKILLS:</b>                               | Communication, Problem solving, Information literacy   |     |                           |  |     |  |

### Online - Assessment Task 3: Examination

|                        |   |   |
|------------------------|---|---|
| <b>GOAL:</b>           | To assess your attainment of disciplinary knowledge.  |   |
| <b>PRODUCT:</b>        | Examination - Centrally Scheduled                     |   |
| <b>FORMAT:</b>         | Online  |   |
| <b>CRITERIA:</b>       | <b>No.</b>  | <b>Learning Outcome assessed</b>                                |
|                        | 1   | Evaluate aetiology and epidemiology presented in cases <b>3</b> |
|                        | 2   | Create management plans for behaviours of concern <b>4</b>      |
| <b>GENERIC SKILLS:</b> | Communication, Problem solving, Applying technologies |   |

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty  
From 15 minutes to 30 minutes: 20% penalty  
More than 30 minutes: 100% penalty

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

### 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10.General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)