

PAR101 Paramedic Professional Studies

School: School of Health - Paramedicine

2026 | Trimester 1

UniSC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.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

This is a foundation course in paramedicine professional studies, designed to introduce you to concepts crucial to the rapidly evolving field of paramedicine. This course will empower you with the key concepts and skills in paramedic professional practice. This course will introduce you to the nature of paramedic practice, foundational clinical skills; evidence based patient care, systems of health care delivery, professional communication skills and workplace health and safety.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Asynchronous learning materials are available in the weekly folders.	2hrs	Week 1	12 times
Laboratory 1 – On campus for 3 hours each week.	3hrs	Week 1	12 times
Seminar – On campus face to face meeting for 1 hour during Orientation Week	1hr	Orientation week	Once Only
Tutorial/Workshop 1 – On campus all of cohort face to face workshop to clarify online material and assessment requirements.	1hr	Week 2	6 times

1.3. Course Topics

- History of prehospital ambulance care & the profession
- History & and orientation to the Queensland Ambulance Service (QAS)
- Paramedicine professional values, attitudes & attributes
- Paramedicine as a profession & the expanding role of registered paramedics in health care
- Introduction to contemporary primary care practice
- Introduction to basic emergency care and resuscitation
- Introduction to WH&S & risk assessment
- Introduction to clinical governance and models of health service delivery
- Health politics and the economics of health service delivery
- Professional development and registered paramedics as life-long learners & reflective practitioners
- Professional communication and problem solving
- Foundation paramedic clinical skills
- Introduction to evidence based practice

1.4. Mature Content

Drug Use, Nudity, Sex/Sexual references, Violence, Coarse Language, Adult themes

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

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 MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Paramedicine Board of Australia
1 Identify the role of the professional paramedic within community-based health systems.	Knowledgeable	1, 1.1.a, 1.1.b, 1.1.d, 1.1.e, 1.1.f, 1.1.h, 1.1.j, 1.1.k, 1.2.a, 1.2.b, 1.2.c, 1.2.d, 1.3.c, 1.1, 1.2
2 Apply foundational paramedic skills within a clinical scope of practice to a safe and documented standard.	Empowered	1.1.e, 1.2.b, 1.2.c, 1.3.c, 2.1.a, 2.1.b, 2.1.c, 2.1.d, 2.1.f, 2.1, 3.1.a, 3.2.b, 3.3.b, 4.1.a, 4.1.b, 4.1.c, 4.1.d, 4.1.e, 4.2.b, 4.2.d, 4.2
3 Use a systematic approach to describe a standard health assessment to modify technique and remedy equipment failure.	Knowledgeable Engaged	1.1.h, 1.2.b, 1.2.c, 1.2.d, 1.3.c, 1.2, 2.1.a, 2.1.b, 2.1.c, 2.2.b, 2.2.c, 2.1, 3.3.b
4 Explore the evidence base for paramedic practice, use medical terminology to communicate a patient's health care status and report clinical and operational information using principles and practice of academic writing.	Knowledgeable	1.1.a, 1.1.d, 1.2.b, 1.1, 2.1.h, 2.2.a, 2.2.b, 2.2.c, 2.2

* Competencies by Professional Body

CODE	COMPETENCY
PARAMEDICINE BOARD OF AUSTRALIA	
1	Domain 1: The professional and ethical practitioner
1.1.a	Demonstrate understanding of: reporting obligations, legal responsibilities, legal requirements, ethical and professional responsibilities, and the legal and ethical boundaries of paramedicine practice.
1.1.b	Manage personal, mental and physical health to ensure fitness to practice.
1.1.d	Apply the Paramedicine Board of Australia's Code of conduct to their practice.
1.1.e	Provide relevant information to a patient and demonstrate appropriate methods to obtain informed consent.
1.1.f	Demonstrate knowledge of Australia's healthcare systems, their standards and requirements.
1.1.h	Demonstrate culturally safe practice when providing healthcare services for Aboriginal and Torres Strait Islander Peoples.
1.1.j	Operate within the current legislation applicable to paramedicine practice.
1.1.k	Practise in accordance with the applicable legislation governing the safe use of scheduled medicines by paramedics in the jurisdiction of practice.
1.2.a	Demonstrate understanding of the influence of socio-cultural factors on patient attitudes and behaviour.

CODE	COMPETENCY
1.2.b	Display appropriate professional behaviour in patient interactions.
1.2.c	Provide culturally safe care for all patients.
1.2.d	Identify and respect appropriate boundaries between patients and health professionals.
1.3.c	Apply relevant quality frameworks and processes to practice.
1.1	Practise ethically and professionally, consistent with relevant legislation and regulatory requirements
1.2	Provide each patient with an appropriate level of dignity and care
2.1.a	Establish a rapport with the patient to gain understanding of their issues and perspectives, and to encourage their active participation and partnership in care and/or treatment.
2.1.b	Communicate with the patient and/or other relevant people to collect and convey information and reach an agreement about the purpose of any care and treatment.
2.1.c	Convey knowledge and procedural information in ways that engender trust and confidence, and respects patient confidentiality, privacy and dignity.
2.1.d	Respond appropriately to patient queries or issues.
2.1.f	Identify and effectively manage communication barriers, including anxiety and stress, specific to individual patients and/or carers.
2.2.b	Demonstrate an understanding of professional roles and responsibilities of healthcare team members and other service providers and how they interact with the role of a paramedic.
2.2.c	Follow appropriate protocols, procedures and guidelines to give and receive relevant and timely verbal and written communication.
2.1.h	Make provisions to engage third parties, including interpreters, to facilitate effective communication with patients whose first language is not English, whenever possible.
2.2.a	Establish and maintain effective and respectful collaborative working relationships as a member of a healthcare team.
2.1	Communicate clearly, sensitively and effectively with the patient and other relevant people
2.2	Collaborate with other health practitioners
3.1.a	Operate within a framework of making informed, evidence-based, reasonable and professional judgements about their practice, with acting in the best interests of their patients as their primary concern.
3.2.b	Demonstrate a logical and systematic approach to problem-solving and situation analysis.
3.3.b	Practise situational awareness to changes in risks or hazards and change their practice as needed to take account of new developments.
4.1.a	Follow patient identification procedures to confirm the correct match of a patient with the intended procedure, care and/or treatment.
4.1.b	Obtain valid informed consent when possible.
4.1.c	Identify and manage risks associated with patient transfers.
4.1.d	Ensure when patients are required to be moved it is in a considered and safe manner.
4.1.e	Identify and manage the risk of infection, including during aseptic procedures.
4.2.b	Identify safety hazards in the workplace and apply knowledge of responsibilities for notification.
4.2.d	Use appropriate personal protective clothing and equipment.
4.2	Maintain safety of self and others in the work environment

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 SC395 or SC306

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Not applicable

5.5. Microcredential Information

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

Early feedback will be provided in class and portfolio submission.

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?
All	1	Practical / Laboratory Skills	Individual	40%	Varying durations	Refer to Format	In Class
All	2	Written Piece	Individual	30%	1500 word equivalent. Details available on Canvas	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Examination - Centrally Scheduled	Individual	30%	Two hours	Exam Period	Exam Venue

All - Assessment Task 1: Skills Portfolio

GOAL:	The aim of this task is to enable you to demonstrate key paramedic capabilities including decision making, communication and procedures.																
PRODUCT:	Practical / Laboratory Skills																
AUTHORSHIP STATEMENT:																	
FORMAT:	This capability-based assessment is a professional requirement where students will demonstrate key paramedic capabilities including decision making, communication and procedures against a defined standard. Scheduled weeks will be announced on the Canvas course site.																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Performance of basic life support technical, and non-technical, skills to a safe standard.</td> <td>2 3</td> </tr> <tr> <td>2</td> <td>Application of knowledge during standard and unfamiliar situations</td> <td>2 3</td> </tr> <tr> <td>3</td> <td>Performance of systematic approach to problem solving and fault remedy</td> <td>3</td> </tr> <tr> <td>4</td> <td>Compliance to regulatory bodies guidelines and legislation of safe working environment and infection control procedures</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Performance of basic life support technical, and non-technical, skills to a safe standard.	2 3	2	Application of knowledge during standard and unfamiliar situations	2 3	3	Performance of systematic approach to problem solving and fault remedy	3	4	Compliance to regulatory bodies guidelines and legislation of safe working environment and infection control procedures	2	
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GENERIC SKILLS:	Communication, Problem solving																

All - Assessment Task 2: Academic skills portfolio

GOAL:	The goal of this task is to develop skills to explore the evidence base for paramedic practice and articulate these using principles and practice of academic writing.													
PRODUCT:	Written Piece													
AUTHORSHIP STATEMENT:														
FORMAT:	Refer to format													
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Use of discipline relevant databases and evidence-based literature.</td> <td></td> </tr> <tr> <td>2</td> <td>Communication of new knowledge using own language</td> <td>1 2</td> </tr> <tr> <td>3</td> <td>Adheres to prescribed academic and referencing styles.</td> <td></td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Use of discipline relevant databases and evidence-based literature.		2	Communication of new knowledge using own language	1 2	3	Adheres to prescribed academic and referencing styles.		
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2	Communication of new knowledge using own language	1 2												
3	Adheres to prescribed academic and referencing styles.													
GENERIC SKILLS:	Communication, Problem solving, Information literacy													

All - Assessment Task 3: Examination

GOAL:	To enable you to demonstrate key concepts of your knowledge and clinical decision making at a introductory student paramedic level.		
PRODUCT:	Examination - Centrally Scheduled		
AUTHORSHIP STATEMENT:			
FORMAT:	Multiple choice and short answer questions		
CRITERIA:	No.		Learning Outcome assessed
	1	Knowledgeable: Use of disciplinary theory and practice	1 3 4
	2	Information literacy	1 4
	3	Knowledge of a foundational systematic approach to health assessment	1 3
GENERIC SKILLS:	Communication, Problem solving, Applying technologies, Information literacy		

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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Kate Curtis,Clair Ramsden,Ramon Z. Shaban,Margaret Fry,Bill Lord	2023	Emergency and Trauma Care for Nurses and Paramedics	4th edition	Elsevier Health Sciences

8.2. Specific requirements

The paramedic program requires certain mandatory requirements which you should be familiar with and may affect your future progress through the program and/or on placement.

Mandatory and Professional Requirements: Students need to be aware of the mandatory requirements outlined on the Paramedic Science – Clinical Practicums page <https://www.usc.edu.au/learn/courses-and-programs/work-integrated-learning-wil/paramedic-science-clinical-practicums#clinical-placement-mandatory-requirements>. In addition, you must be aware of the conditions that may result in you being withdrawn from clinical placement.

Prior to enrolling in the Bachelor of Paramedic Science degree at UniSC, you were asked to read the inherent academic requirements listed in this statement and think about whether you might experience challenges in meeting them. <https://www.usc.edu.au/learn/student-support/inherent-academic-requirements/bachelor-of-paramedic-science-inherent-academic-requirements>

If you think you might experience challenges related to your disability, health condition or for any other reason, you should discuss your concerns with a University Disability Adviser or Faculty staff.

9. How are risks managed in this course?

Risk assessments have been performed for all studio and laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the 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. 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>

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)