

# PAR202 Paramedic Primary Healthcare: Medical

**School:** School of Health - Paramedicine

2023 | Semester 2

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 [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

This course will develop the knowledge, critical thinking and technical skills that underpin your ability to undertake assessment of the environment and patient/s, and initiate evidence based paramedic care for adult and paediatric patients. You will develop an understanding of paramedic primary health care and broader health systems that optimise patient outcomes in cases of medical emergency, such as stroke, diabetes or the acute abdomen. You will analyse the role of the paramedic in improving health outcomes.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Laboratory 1</b> – On campus simulation based workshop	3hrs	Week 1	13 times
<b>Tutorial/Workshop 1</b> – Scheduled workshop online via zoom	2hrs	Week 1	13 times

### 1.3. Course Topics

Neurology  
Endocrine  
Abdominal  
Haematology  
Palliative care  
Pain management

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

### 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 Apply evidence-based paramedic primary healthcare to medical presentations across the lifespan in a culturally safe manner	Empowered	1.2.e, 1.2.f, 1.3.b, 2.1.c, 2.2.c, 3.1.b, 3.2.d, 3.2.e, 3.2.f, 4.5.c, 5.2.a, 5.2.c, 5.3.a, 5.3.d, 5.3.f, 5.4.a, 5.4.c, 5.4.d, 5.4.e, 5.4.f, 5.6.a, 5.6.c, 5.6.d
2 Demonstrate critical reasoning and an ethical approach to paramedic primary healthcare within a crisis resource management framework.	Creative and critical thinker Ethical	1.1.e, 1.1.k, 1.2.b, 1.2.f, 1.3.a, 1.3.c, 1.4.a, 2.1.c, 2.2.c, 3.2.a, 3.2.b, 3.2.c, 3.2.d, 3.3.a, 3.3.c, 3.4.c, 4.1.a, 4.1.b, 4.1.e, 4.2.d, 5.3.d, 5.4.b, 5.4.c, 5.4.d, 5.4.e, 5.4.f, 5.6.a, 5.6.c, 5.6.d
3 Evaluate the epidemiology of medical conditions across the lifespan, and factors that influence health outcomes.	Knowledgeable Empowered	1.3.b, 1.3.c, 3.2.a, 3.2.b, 3.2.c, 3.2.d, 3.3.c, 3.4.c, 4.7.b, 5.2.a, 5.3.a, 5.3.b, 5.3.d, 5.3.f, 5.6.c
4 Critically analyse the evidence that underpins paramedic primary healthcare using a prescribed style .	Creative and critical thinker	1.3.b, 1.3.c, 3.2.a, 3.2.c, 3.3.c, 3.3.d, 3.4.c, 4.4.a, 4.4.b, 4.7.b, 4.7.f, 5.3.b

#### \* Competencies by Professional Body

CODE	COMPETENCY
PARAMEDICINE BOARD OF AUSTRALIA	
1.2.e	Assess each situation, determine the nature and severity of the problem and apply the required knowledge and experience to provide a response that is in the best interest of the patient/s.
1.2.f	Facilitating advance care planning where appropriate.
1.3.b	Integrate organisational directives, policies, procedures and guidelines with Professional standards.
1.1.e	Provide relevant information to a patient and demonstrate appropriate methods to obtain informed consent.
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.b	Display appropriate professional behaviour in patient interactions.
1.3.a	Recognise and respond appropriately to unsafe or unprofessional practice.
1.3.c	Apply relevant quality frameworks and processes to practice.
1.4.a	Demonstrate understanding of the principles of patient advocacy and their application to paramedicine practice.
2.1.c	Convey knowledge and procedural information in ways that engender trust and confidence, and respects patient confidentiality, privacy and dignity.
2.2.c	Follow appropriate protocols, procedures and guidelines to give and receive relevant and timely verbal and written communication.
3.1.b	Make sensible, practical, and culturally safe decisions about their practice, taking account of all relevant information and the best interests of the people who use, or are affected by, the service being provided.
3.2.d	Recognise that clinical judgements involve consideration of conflicting information and evidence.
3.2.e	Formulate a diagnosis informed by the patient assessment and analysis of context and situation.

CODE	COMPETENCY
3.2.f	Identify the time criticality of treatment, referral, handover and where appropriate, transport.
3.2.a	Apply evidence-based practice principles along with critical and reflective thinking to resolve clinical challenges.
3.2.b	Demonstrate a logical and systematic approach to problem-solving and situation analysis.
3.2.c	Analyse and critically evaluate the information collected to make clinical judgments.
3.3.a	Select or modify approaches to meet the needs of patients, their relatives and carers, reflecting culturally safe practice when practicing.
3.3.c	Using appropriate resources to support professional decision-making.
3.4.c	Seek input from others to confirm professional learning and development needs.
3.3.d	Demonstrate a level of skill in the use of information technology appropriate to their practice.
4.5.c	Make reasoned decisions to initiate, continue, modify or cease care or treatment, or the use of techniques or procedures, and record the decisions and reasoning appropriately.
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.e	Identify and manage the risk of infection, including during aseptic procedures.
4.2.d	Use appropriate personal protective clothing and equipment.
4.7.b	Share knowledge with colleagues.
4.4.a	Record information systematically in an accessible and retrievable form.
4.4.b	Keep accurate, comprehensive, logical, legible and concise records.
4.7.f	Demonstrates a commitment to participating in and contributing to the research process.
5.2.a	Identify factors or conditions that may affect the patient behaviour and/or capacity to undergo the procedure.
5.2.c	Identify contraindications and limitations arising from the patient capacity to consent or refuse to receive care; determine appropriate adjustments to procedures; and, where appropriate, communicate these to the patient.
5.3.a	Understand the structure, function and pathophysiology of the human body, relevant to their practice, together with knowledge of health, human growth and development, disease, disorder and dysfunction.
5.3.d	Demonstrate an applied knowledge of human anatomy and physiology sufficient to understand the nature and effects of injury or illness and to conduct assessment and observation in order to establish patient management strategies.
5.3.f	Understand the clinical sciences underpinning paramedic practice, including physiological, pharmacological, behavioural and functional.
5.4.a	Maintain the safety of self, patients and those involved in their care.
5.4.c	Arrive at a reasonable working diagnosis.
5.4.d	Position for safe and effective interventions.
5.4.e	Demonstrate an applied knowledge of the indications and contra-indications of using specific paramedic interventions including their modifications.
5.4.f	Modify and adapt practice appropriate and inclusive of a culturally safe practice environment.
5.6.a	Adapt practice to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors within their authorised scope of practice.
5.6.c	Utilise knowledge, reasoning and problem-solving skills to determine appropriate judgements and actions.
5.6.d	Prioritise the care provided to optimise safety and health outcomes for the patient and demonstrate a logical and systematic approach to problem-solving in a culturally safe framework.

CODE	COMPETENCY
5.4.b	Practice safely and effectively across the full range of patient presentations and circumstances.
5.3.b	Understand the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process.

## 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

(PAR211 or PAR204) and HLT221 and 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

## 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

Each week, students will have the opportunity to gain formative feedback. In particular, tutors will provide formative feedback during simulation activities. Students will also have access to online quizzes for feedback purposes only.

### 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	Quiz/zes	Individual	0%	Up to 20 minutes each	Refer to Format	Online Submission
All	2a	Artefact - Creative	Group	5%	250 word abstract and table of manuscripts	Week 4	Online Assignment Submission with plagiarism check
All	2b	Artefact - Creative	Group	20%	20 minute presentation	Week 8	Online Assignment Submission with plagiarism check and in class
All	3	Practical / Laboratory Skills	Individual	40%	20 min including prebrief and equipment check	Week 13	In Class
All	4	Examination - Centrally Scheduled	Individual	35%	2 hours	Exam Period	Online Test (Quiz)

**All - Assessment Task 1:** Formative knowledge reviews

<b>GOAL:</b>	The aim of each test is to enable you to review and demonstrate key concepts covered during the semester.		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	Submit: Weeks 4, 6, 9 and 12. Short answer and multiple choice questions.		
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>	
	1	Accurate discipline knowledge and ethical practice (Knowledgeable)	
		1 2 3	

**All - Assessment Task 2a:** Poster preliminary findings

<b>GOAL:</b>	To develop your knowledge of a specific issue and health statistics drawn from the PAR202 content.		
<b>PRODUCT:</b>	Artefact - Creative		
<b>FORMAT:</b>	Preliminary findings submitted as per seminar requirement Tables and figures - labelled Standard scientific abstract format		
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>	
	1	Disciplinary theory and practice (Knowledgeable)	
		3 4	
	2	Reflection on the relevance of the topic to paramedic practice (Empowered)	
		1 3 4	
	3	Evidence base to support the presentation (Information Literacy)	
		3 4	
	4	Genre and disciplinary conventions (Information Literacy)	
		4	

**All - Assessment Task 2b:** Poster presentation

<b>GOAL:</b>	To develop your knowledge of a specific issue drawn from the PAR202 content.		
<b>PRODUCT:</b>	Artefact - Creative		
<b>FORMAT:</b>	Standard scientific electronic poster format Tables and figures - labelled and referenced Vancouver referencing style Answering questions post presentation		
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>	
	1	Disciplinary theory and practice (Knowledgeable)	
		1 3 4	
	2	Reflection on the relevance of the topic to paramedic practice (Empowered)	
		3 4	
	3	Evidence base to support the presentation (Information Literacy)	
		3 4	
	4	Genre and disciplinary conventions (Information Literacy)	
		3 4	

### All - Assessment Task 3: Simulation Based Clinical Assessment

<b>GOAL:</b>	The aim of this task is to enable you to demonstrate key concepts of clinical decision making, communication and psychomotor skills covered during the semester		
<b>PRODUCT:</b>	Practical / Laboratory Skills		
<b>FORMAT:</b>	Simulation based assessment during the lab session		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Approach framework and initial treatment (Creative and Critical)	1 2
	2	Patient assessment and gathering evidence (Ethical)	1 2
	3	Evaluation of interventions (Creative and Critical)	1 2
	4	Crisis resources management (Creative and Critical)	1 2
	5	Competency of problem solving and technology use	1 2

### All - Assessment Task 4: Summative knowledge reviews

<b>GOAL:</b>	The aim of this test is to enable you to review and demonstrate key concepts covered during the semester.		
<b>PRODUCT:</b>	Examination - Centrally Scheduled		
<b>FORMAT:</b>	Short answer and multiple choice questions.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Accurate discipline knowledge and ethical practice (Knowledgeable)	1 2 3 4

## 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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Kate Curtis,Clair Ramsden,Margaret Fry,Ramon Z. Shaban,Julie Considine	2019	Emergency and Trauma Care for Nurses and Paramedics	3rd edition	Elsevier

### 8.2. Specific requirements

Not applicable

## 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

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

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 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)