COURSE OUTLINE

PAR300 Paramedic Clinical Practicum 3

School: School of Health - Paramedicine

2027 | Trimester 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 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 course will include mandatory on-campus workshops (clinical intensive), pre-placement learning activities and supervised pre-hospital or community based work integrated learning. This course is designed to be an experiential learning opportunity. Students will be required to work through a range of learning activities outlined within a specifically designed student clinical and professional objectives learning tool. Students will complete and submit a portfolio which will form the basis of assessment for this course.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – Students are to participate in face to face pre-placement clinical intensive, over 3 days x 6 hours per day. A combination of workshops, including tutorials and laboratories completed on-campus prior to placement commencement. Clinical intensive attendance is a mandatory course requirement. Failure to attend will result in cancellation of scheduled placement. Dates will be available on Sonia	18hrs	Orientation week	Once Only
Placement – Students will complete up to 8 weeks of clinical placement with placement providers pending availability of the placement provider and the rostered shifts. Placement dates will be available on Sonia.	320hrs	Week 1	Once Only

1.3. Course Topics

Final work integrated learning (WIL) as a member of an operational paramedic crew or community based healthcare setting.

Consolidation of knowledge and skills acquired in prerequisite courses during WIL placement.

Experiential learning within the community setting.

Application of patient-centred care for diverse populations, including Aboriginal and Torres Strait Islander communities.

1.4. Mature Content

Drug Use, Violence, Coarse Language, Adult themes

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

24 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 Demonstrate capabilities in line with the Paramedicine Board of Australia's Professional capabilities for registered paramedics, whilst under supervised practice.	Creative and critical thinker Empowered Ethical	1, 2, 3, 4, 5
2 Participate in work integrated learning and paramedic activities while demonstrating professional behaviours, adherence to the shared Code of Conduct and working in a culturally safe manner, whilst under supervised practice.	Empowered Ethical	1.1.a, 1.1.b, 1.1.c, 1.1.d, 1.1.e, 1.1.h, 1.1.i, 1.1.j, 1.1.k, 1.2.b, 1.2.c, 1.2.d, 1.3.a, 1.3.b, 1.3.c, 1.4.a, 1.4.b, 1.1, 1.3, 1.4, 3.4.a, 3.4.b, 3.4.c, 3.4.d, 3.4.e, 3.3, 3.4, 5.2.d
3 Critically reflect on professional paramedic practice through the lens of National Safety and Quality in Health Service standards and the Paramedicine Board of Australia's Professional capabilities for registered paramedics.	Empowered Ethical	1.1.a, 1.1.b, 1.1.c, 1.1.d, 1.1.e, 1.1.j, 1.1.k, 1.2.d, 1.3.a, 1.3.b, 1.4.b, 1.1, 1.2, 1.3, 1.4, 2.1.a, 2.1.b, 2.1.c, 2.1.d, 2.1.e, 2.1.f, 2.1.g, 2.1.h, 2.2.a, 2.2.b, 2.2.c, 2.2.e, 2.2.f, 2.1, 2.2, 3.1.a, 3.1.b, 3.2.a, 3.2.b, 3.2.c, 3.2.d, 3.2.e, 3.2.f, 3.3.a, 3.3.b, 3.3.c, 3.3.d, 3.1, 3.2, 3.3, 4.1.a, 4.2.a, 4.4.b, 4.4.c, 4.4.d, 4.1, 4.2, 4.4, 5.1.d, 5.1.e, 5.2.a, 5.2.e, 5.3.a, 5.3.b, 5.3.d, 5.3.e, 5.3.f, 5.4.b, 5.4.d, 5.1, 5.2, 5.3, 5.4

* 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.c	Follow mandatory and voluntary reporting obligations.
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.h	Demonstrate culturally safe practice when providing healthcare services for Aboriginal and Torres Strait Islander Peoples.
1.1.i	Exercise appropriate levels of autonomy and professional judgement in a variety of practice settings.

CODE	COMPETENCY
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.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.a	Recognise and respond appropriately to unsafe or unprofessional practice.
1.3.b	Integrate organisational directives, policies, procedures and guidelines with Professional standards.
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.
1.4.b	Recognise when it may be appropriate to intervene on the patient's behalf.
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
1.3	Assume responsibility, and accept accountability, for professional decisions
1.4	Advocate on behalf of the patient, when appropriate in the context of the practitioner's practice as a paramedic
2	Domain 2: The communicator and the collaborator
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.e	Use appropriate communication skills to effectively manage avoidance, confusion and confrontation particularly with those who cannot communicate verbally or physically.
2.1.f	Identify and effectively manage communication barriers, including anxiety and stress, specific to individual patients and/or carers.
2.1.g	Make appropriate adjustments to communication style to suit the needs of the patient including those from culturally and linguistically diverse backgrounds and Aboriginal and Torres Strait Islander Peoples.
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.
2.2.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.
2.2.e	Consult effectively with healthcare team members and other relevant people to facilitate continuity of care.
2.2.f	Make appropriate referrals, delegations and handovers to other healthcare team members and other service providers.
2.1	Communicate clearly, sensitively and effectively with the patient and other relevant people
2.2	Collaborate with other health practitioners

CODE	COMPETENCY
3	Domain 3: The evidence-based practitioner
3.4.a	Demonstrate an understanding of legal and professional responsibilities to undertake continuing professional development (CPD).
3.4.b	Critically reflect on personal strengths and limitations to identify learning and development required to improve and adapt professional practice.
3.4.c	Seek input from others to confirm professional learning and development needs.
3.4.d	Plan and implement steps to address professional learning and development needs, inclusive of culturally safe practice.
3.4.e	Maintain records of involvement in both formal and informal professional learning and development activities.
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.
3.1.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.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.
3.2.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.
3.2.f	Identify the time criticality of treatment, referral, handover and where appropriate, transport.
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.b	Practise situational awareness to changes in risks or hazards and change their practice as needed to take account of new developments.
3.3.c	Using appropriate resources to support professional decision-making.
3.3.d	Demonstrate a level of skill in the use of information technology appropriate to their practice.
3.1	Make informed and reasonable decisions
3.2	Use clinical reasoning and problem-solving skills to determine clinical judgements and appropriate actions
3.3	Draw on appropriate knowledge, resources and skills in order to make professional judgements
3.4	Identify ongoing professional learning, development needs and opportunities
4	Domain 4: The safety and risk management practitioner
4.1.a	Follow patient identification procedures to confirm the correct match of a patient with the intended procedure, care and/or treatment.
4.2.a	Demonstrate knowledge of legal responsibilities for health and safety of self and others.
4.4.b	Keep accurate, comprehensive, logical, legible and concise records.
4.4.c	Use only accepted terminology in completing patient records.
4.4.d	Review, communicate, record and manage patient information accurately, consistent with protocols, procedures and legislative requirements for maintaining patient records.
4.1	Protect and enhance patient safety
4.2	Maintain safety of self and others in the work environment

CODE	COMPETENCY
4.4	Maintain records appropriately
5	Domain 5: The paramedicine practitioner
5.2.d	Perform patient assessment and interventions in accordance with legislation, registration standards, codes and guidelines, including gaining informed consent.
5.1.d	Understand the legal requirements that pertain to completing and maintaining health records.
5.1.e	Ensure correct verification and management of information and patient privacy.
5.2.a	Identify factors or conditions that may affect the patient behaviour and/or capacity to undergo the procedure.
5.2.e	Identify and respond to a patient deteriorating condition, or inability to undergo a procedure or treatment, consistent with duty of care and statutory requirements.
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.b	Understand the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process.
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.e	Understand psychological and social factors, including intergenerational trauma that impact and influence an individual in health and illness.
5.3.f	Understand the clinical sciences underpinning paramedic practice, including physiological, pharmacological, behavioural and functional.
5.4.b	Practice safely and effectively across the full range of patient presentations and circumstances.
5.4.d	Position for safe and effective interventions.
5.1	Use patient information management systems appropriately
5.2	Assess and monitor the patient capacity to receive care
5.3	Understand the key concepts of the bodies of knowledge which are specifically relevant to paramedicine practice
5.4	Conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely

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

PAR203 and PAR301 and enrolled in Program 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

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

6.2. Details of early feedback on progress

Formative feedback and summative assessment will be provided during the intensive components prior to placement. Formative feedback will be provided to the student by the clinical supervisor throughout clinical placement. Clinical supervisors will also submit summative feedback forms via Sonia (mid-placement and end-of-placement) which are assessed by the course coordinator. When additional support has been identified as required by their mentor, students must contact their course coordinator at the earliest opportunity to ensure support can be facilitated.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Portfolio	Individual	Refer to Canvas	Refer to Format	In Class
All	2	Artefact - Creative, and Oral	Individual	1500 word equivalent	Refer to Format	Online Assignment Submission with plagiarism check and in class
All	3	Placement performance	Individual	Duration of placement	Throughout teaching period (refer to Format)	SONIA

All - Assessment Task 1: In-class portfolio

GOAL:	A series of tasks will be completed to allow students to review and demonstrate the disciplinary knowledge and clinical application required for, and prior to, your clinical placement. The standards set will align with the Paramedicine Board of Australia Professional capabilities for registered paramedics and core clinical competencies.	
PRODUCT:	Portfolio	
AUTHORSHIP STATEMENT:		
FORMAT:	Online and in-class during clinical intensive.	
CRITERIA:	**No.**	**Learning Outcome assessed**
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy	

All - Assessment Task 2: Clinical Case Reflection

GOAL:	To demonstrate reflective practice using a prescribed evidence-based reflective practice model, in a specific paramedic context. Students will also participate and contribute to online peer-supervision to inform this reflective task.
PRODUCT:	Artefact - Creative, and Oral
AUTHORSHIP STATEMENT:	
FORMAT:	Online participation and submissions will occur during placement. Due dates provided on Canvas.
CRITERIA:	

No.		Learning Outcome assessed
1	Critically reflect on significant clinical and/or operational experiences during clinical placement	1 3
2	Identify and evaluate the evidence to improve patient advocacy, patient safety and/or patient-centred care	2 3
3	Demonstrate professional communication across a range of mediums	1 2

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy

All - Assessment Task 3: In-Placement Portfolio

GOAL:	To provide evidence of, and reflect upon, the demonstrated professional behaviours in accordance with the PBA capabilities during the WIL experience. Includes: Clinical supervisor report/s and student portfolio of evidence (Clinical Hours, skills and case logs).
PRODUCT:	Placement performance
AUTHORSHIP STATEMENT:	
FORMAT:	Performance throughout the course will be measured using the five (5) Domains embedded in the AHPRA Professional Capabilities for Registered Paramedics, along with adherence to the Shared Code of Conduct/Professionalism standards. Final review and assessment will be undertaken by the WIL course coordinator, to determine if the student has satisfactory achieved the required learning outcomes. WIL attendance hours must be logged in SONIA and signed off by the primary supervisor. Due dates provided on Canvas.
CRITERIA:	

No.		Learning Outcome assessed

GENERIC SKILLS:	Communication, Collaboration, Organisation, 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

Please refer to the Undergraduate Clinical Placement Information Kit on SONIA for specific placement requirements. A UniSC Student Paramedic uniform and safety equipment as outlined in the Clinical Practicum workbook is mandatory. Note, to be eligible for clinical placement a student must have successfully completed all prerequisite courses prior to commencement of the clinical intensive component of this course. If a student has any incomplete prerequisite courses the placement component of this course will be postponed until the prerequisite course is successfully completed. Clinical intensive attendance is a mandatory course requirement. This also includes intensives scheduled during Orientation weeks. Failure to attend will result in cancellation of scheduled placement.

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and low to moderate levels of health and safety risk exists. Moderate risks may include working in an Australian bush setting, working with people, working outside normal office hours for example. 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

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 5.1.1.3 and 5.1.1.4 of the Grades and Grade Point Average (GPA) - Academic Policy.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3. Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

Refer to the Assessment: Courses and Coursework Programs – Procedures.

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