

# PAR301 Paramedic Primary Healthcare: Maternal and Neonatal Health

**School:** School of Health - Paramedicine

2024 Semester 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 [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 your knowledge, critical thinking and clinical skills required to respond safely to manage maternal and neonatal health within the paramedic practice setting. You will analyse the factors affecting the prevalence and outcome of maternal and neonatal health in Australia, and will investigate the role of paramedics in these changing trends. You will develop an understanding of primary health care and broader health systems that optimise patient outcomes in maternal and neonatal cases.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Laboratory 1</b> – On campus for 3 hours each week.	3hrs	Week 1	13 times

### 1.3. Course Topics

Obstetric & gynaecological emergencies (could contain any combination of mature content):

- Physiological pregnancy, birth and post-partum care
- Paramedic care of the client with an obstetric or gynaecological emergency

Neonatal Emergencies (could contain violence, adult themes):

- Primary healthcare for neonates
- Introduction to paramedic care of the neonate with a medical emergency

## 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?

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 maternal and neonatal presentations in a culturally safe manner.	Empowered	3, 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, 3.4.b, 3.4.d, 3.1, 3.2, 3.3
2 Demonstrate clear communication, critical reasoning and an ethical approach to paramedic primary healthcare.	Creative and critical thinker Empowered Engaged	1, 1.1.a, 1.1.c, 1.1.d, 1.1.e, 1.1.f, 1.1.g, 1.1.h, 1.1.i, 1.1.j, 1.1.k, 1.2.a, 1.2.b, 1.2.c, 1.2.d, 1.2.e, 1.2.f, 1.3.a, 1.3.b, 1.3.c, 1.4.a, 1.4.b, 1.1, 1.2, 1.3, 1.4, 2, 2.1.a, 2.1.b, 2.1.c, 2.1.d, 2.1.e, 2.1.f, 2.1.g, 2.2.c, 2.2.d, 2.2.e, 2.2.f, 2.1, 2.2
3 Evaluate the epidemiology of gynaecological, obstetric and neonatal conditions and factors that influence health outcomes.	Knowledgeable Creative and critical thinker	5.2.d, 5.2.e, 5.3.a, 5.3.b, 5.3.c, 5.3.d, 5.3.e, 5.3.f, 5.4.b, 5.4.c, 5.4.d, 5.4.e, 5.3, 5.4
4 Synthesise the evidence that underpins paramedic primary healthcare using a prescribed style.	Creative and critical thinker	3.1.a, 3.1.b, 3.2.a, 3.2.b, 3.2.c, 3.2.d, 3.2.e, 3.3.c, 3.3.d, 3.2, 4.5.a, 4.7.f, 4.5, 5.6.c, 5.6.d

#### \* Competencies by Professional Body

CODE	COMPETENCY
<b>PARAMEDICINE BOARD OF AUSTRALIA</b>	
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.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.f	Demonstrate knowledge of Australia's healthcare systems, their standards and requirements.
1.1.g	Demonstrate understanding of the basic principles underpinning bio-ethics in paramedicine practice.
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.
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.
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.
1.2.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.

CODE	COMPETENCY
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.
2.2.c	Follow appropriate protocols, procedures and guidelines to give and receive relevant and timely verbal and written communication.
2.2.d	Effectively supervise tasks delegated to other healthcare team members.
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
3	Domain 3: The evidence-based practitioner
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.

CODE	COMPETENCY
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.
3.4.b	Critically reflect on personal strengths and limitations to identify learning and development required to improve and adapt professional practice.
3.4.d	Plan and implement steps to address professional learning and development needs, inclusive of culturally safe 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
4.5.a	Monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programs.
4.7.f	Demonstrates a commitment to participating in and contributing to the research process.
4.5	Monitor and review the ongoing effectiveness of their practice and modify it accordingly
5.2.d	Perform patient assessment and interventions in accordance with legislation, registration standards, codes and guidelines, including gaining informed consent.
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.c	Understand the theoretical basis of and the variety of approaches to assessment and intervention.
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.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.
5.6.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.
5.3	Understand the key concepts of the bodies of knowledge which are specifically relevant to paramedicine practice

**CODE    COMPETENCY**

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**

(PAR202 and PAR212 and enrolled in the Program SC395 or SC306) or (HLT202 and enrolled in Program SC393)

**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**

A formative quiz will provide an opportunity for you to self-assess the basic level of knowledge required for this course. This quiz will allow you to identify your strengths and weaknesses and provide an opportunity to target areas of limited knowledge.

**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	Written Piece	Individual	25%	1500 words	Week 5	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	35%	3000 words	Week 10	Online Assignment Submission with plagiarism check
All	3	Practical / Laboratory Skills	Individual	40%	30 min	Week 13	In Class

**All - Assessment Task 1: Case Based Learning**

<b>GOAL:</b>	You will critically reflect.		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	Written piece		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Information Literacy reflected in the use of an evidence base to support the case studies, the use of referencing and genre and disciplinary conventions	4
	2	Knowledge of the use of disciplinary theory and practice	1 3
	3	Empowerment on reflection of topic to paramedic practice	4

### All - Assessment Task 2: Case Based Learning

<b>GOAL:</b>	You will critically analyse a series of cases.		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	Workbook		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Information Literacy reflected in the use of an evidence base to support the case studies, the use of referencing and genre and disciplinary conventions. Knowledge of the use of disciplinary theory and practice. Empowerment	1 2 3 4

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

<b>GOAL:</b>	To assess your clinical decision making and core clinical competencies (communication and psychomotor skills)		
<b>PRODUCT:</b>	Practical / Laboratory Skills		
<b>FORMAT:</b>	Simulation based assessment during the tutorial		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Approach framework and initial treatment	1 2
	2	Patient assessment and gathering evidence,	1 2
	3	Implementation of interventions and pharmacology administration,	1 2
	4	Crisis resources management	1 2

## 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	Advanced Life Support Group (ALSG)	2018	Pre-Obstetric Emergency Training	2nd Ed	John Wiley & Sons

### 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

#### Eligibility for Supplementary Assessment

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)