

**PAR302 Paramedic Primary Healthcare: Substance Use and Toxicology****School:** School of Health - Paramedicine

2025 | Session 5

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

*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**

Paramedic practice requires an understanding of the effect that substance use has on individuals and the community. You will investigate the social, ethical and legal aspects to drug use at an individual, family and community level. Harm minimisation strategies including detoxification will be studied, and an understanding of your role in caring for individuals with alterations in health due to drug toxicity or drug withdrawal will be developed. You will also investigate the assessment and care of poisoned patients, including cases of envenomation. This course contains mature content (drug use, violence, and adult themes).

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			

Online – 5 hours per week directed learning through Canvas      5hrs      Week 1      8 times

**1.3. Course Topics**

A whole person approach to assessment, diagnosis and management of:

- drugs in society,
- drug toxicity
- poisoning, and
- envenomation.

**1.4. Mature Content**

Drug Use, Violence, 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?

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 Investigate drug use and harm minimisation strategies in the community and health professions	Knowledgeable Ethical	1, 1.1.g, 1.1.j, 1.1.k, 1.4.a, 1.4, 3, 5.3.f, 5.4.e, 5.6.b, 5.3
2 Explore and present public health interventions to facilitate health behaviour change	Creative and critical thinker Ethical	1, 1.1.g, 1.1.j, 1.1.k, 1.4.a, 2, 2.2.b, 3, 5.3.f, 5.6.b, 5.3
3 Appraise evidence to assess and manage the physiological and social effects of drug use and envenomation	Knowledgeable	1, 3, 4.6.a, 5.3.f, 5.4.e, 5.6.b, 5.3

\* Competencies by Professional Body

CODE	COMPETENCY
<b>PARAMEDICINE BOARD OF AUSTRALIA</b>	
1	Domain 1: The professional and ethical practitioner
1.1.g	Demonstrate understanding of the basic principles underpinning bio-ethics in paramedicine practice.
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.
1.4.a	Demonstrate understanding of the principles of patient advocacy and their application to paramedicine practice.
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
2.2.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.
3	Domain 3: The evidence-based practitioner
4.6.a	Demonstrate the principles, application and need for quality control and quality assurance in paramedicine practice.
5.3.f	Understand the clinical sciences underpinning paramedic practice, including physiological, pharmacological, behavioural and functional.
5.4.e	Demonstrate an applied knowledge of the indications and contra-indications of using specific paramedic interventions including their modifications.
5.6.b	Demonstrate sensitivity to the factors which shape lifestyle that may impact on the individual's health and affect the interaction between the patient and registered paramedic.
5.3	Understand the key concepts of the bodies of knowledge which are specifically relevant to paramedicine practice

### 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

BIM263 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

Learning material includes self-assessed quizzes

### 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	Examination - not Centrally Scheduled	Individual	20%	45 minutes	Week 4	Online Submission
All	2	Portfolio	Individual	40%	See format	Week 6	Online Assignment Submission with plagiarism check and in class
All	3	Examination - not Centrally Scheduled	Individual	40%	85 minutes	Week 8	Online Submission

#### All - Assessment Task 1: Examination

<b>GOAL:</b>	To assess your attainment of disciplinary knowledge and key knowledge areas of this course.		
<b>PRODUCT:</b>	Examination - not Centrally Scheduled		
<b>FORMAT:</b>	Mid-session examination		
<b>CRITERIA:</b>	No.		Learning Outcome assessed
	1	Quiz - this task assesses your understanding of the key knowledge areas of this course including social effects of drug addiction, drug addiction knowledge, drug and alcohol recovery, and risks associated with rapid detoxification.	1 3
<b>GENERIC SKILLS:</b>	Communication, Problem solving		

#### All - Assessment Task 2: Portfolio

<b>GOAL:</b>	The aim of this task is to investigate a specific topic relating to drug use in the community or the management of overdose, exposure or envenomation. The task should inform the audience of contemporary evidence-based practice in the required area of investigation.		
<b>PRODUCT:</b>	Portfolio		
<b>FORMAT:</b>	Electronic format via Canvas		
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>	
	1 Investigate a specific topic relating to drug use in the community or the management of overdose, exposure or envenomation.	<b>1 2 3</b>	
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Information literacy		

#### All - Assessment Task 3: Examination

<b>GOAL:</b>	To assess your attainment of disciplinary knowledge and key knowledge areas of this course.		
<b>PRODUCT:</b>	Examination - not Centrally Scheduled		
<b>FORMAT:</b>	End of session examination		
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>	
	1 To assess your attainment of disciplinary knowledge and key knowledge areas of this course.	<b>1 3</b>	
<b>GENERIC SKILLS:</b>	Communication		

## 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
Recommended	Kate Curtis,Clair Ramsden,Margaret Fry,Ramon Z. Shaban,Julie Considine	2019	Emergency and Trauma Care for Nurses and Paramedics	3rd	Elsevier

### 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)