

# PAR312 Paramedic Clinical Practicum 3

**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 work integrated learning course consolidates previous concepts developed across the paramedic science program. You will be engaged in a community based emergency health setting where you will have supervised opportunities to apply your knowledge and clinical decision making skills to assist in solving complex health problems.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – Pre placement intensive workshop completed on campus. 3 day workshop in Orientation week, 6 hours each day	18hrs	Orientation week	Once Only
<b>Placement</b> – Clinical placement with the placement providers - completion of up to a maximum of 8 weeks of clinical placement on rostered shift work as available with the placement providers.	320hrs	Week 1	Once Only

### 1.3. Course Topics

Final work integrated learning as a member of an operational paramedic crew.

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

Experiential learning within the community setting.

## 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 Demonstrate PBA capabilities and core clinical competencies whilst under supervision.	Empowered	1, 2, 3, 4, 5
2 Participates under supervision in work integrated learning and paramedic activities while demonstrating professional behaviours and adherence to Code of Conduct.	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 using ethical and professional codes of conduct while adhering to medico-legal responsibilities	Empowered	1.1.a, 1.1.c, 1.1.d, 1.3.b, 1.1, 3.4.a, 4.2.a, 4.3.a, 5.2.d
4 Synthesise and communicate clinical or operational experiences that demonstrate the factors associated with patient outcomes	Creative and critical thinker	2.1.c, 2.2.b, 2.2.c, 2.2.f, 2.1, 2.2, 3.3.a, 3.4.b, 3.4.c, 3.4.d, 3.4.e, 3.3, 4.4.b, 4.4.c, 4.4.d, 4.5.a, 4.5.b, 4.5.c, 4.6.a, 4.6.b, 4.6.c, 4.6.e, 4.6.f, 4.7.b, 4.4, 4.5, 4.6, 5.2.a, 5.2.b, 5.2.c, 5.2.e, 5.3.a, 5.3.e

#### \* 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.
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.

CODE	COMPETENCY
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
1.3	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.c	Convey knowledge and procedural information in ways that engender trust and confidence, and respects patient confidentiality, privacy and dignity.
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.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
3.4.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.
3.3.a	Select or modify approaches to meet the needs of patients, their relatives and carers, reflecting culturally safe practice when practicing.
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
4.2.a	Demonstrate knowledge of legal responsibilities for health and safety of self and others.
4.3.a	Respond to urgent and non-urgent requests for assistance in a low-risk manner in accordance with relevant safety legislation, organisational directives, policies, procedures and guidelines.
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.
4.5.a	Monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programs.
4.5.b	Consider feedback from colleagues and critically reflect on their own paramedicine 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.
4.6.a	Demonstrate the principles, application and need for quality control and quality assurance in paramedicine practice.

CODE	COMPETENCY
4.6.b	Demonstrate an awareness of the role of audit and review in quality management, including quality control, quality assurance, culturally safe practice and the use of appropriate outcome measures.
4.6.c	Maintain an effective audit trail and work towards continual improvement.
4.6.e	Reflect on practice and the application of such reflection to their future practice.
4.6.f	Participate in case conferences and other methods of review.
4.7.b	Share knowledge with colleagues.
4.4	Maintain records appropriately
4.5	Monitor and review the ongoing effectiveness of their practice and modify it accordingly
4.6	Audit, reflect on and review practice
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.
5.2.a	Identify factors or conditions that may affect the patient behaviour and/or capacity to undergo the procedure.
5.2.b	Identify patients who are vulnerable or otherwise most at risk including those with mental health issues particularly Aboriginal and Torres Strait Islander Peoples.
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.
5.2.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.e	Understand psychological and social factors, including intergenerational trauma that impact and influence an individual in health and illness.

## 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 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

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 will be provided to the student by the clinical supervisor throughout the clinical practicum. This feedback will be uploaded by the student to Canvas which will be assessed by the course coordinator.

### 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	1a	Quiz/zes	Individual	15 mins	Refer to Format	Online Test (Quiz)
All	1b	Practical / Laboratory Skills	Individual	Clinical skill demonstration	Refer to Format	In Class
All	2	Oral and Written Piece	Individual	15 mins	Exam Period	Online Assignment Submission with plagiarism check and in class
All	3a	Journal	Individual	N/A	Refer to Format	Online Assignment Submission with plagiarism check
All	3b	Journal	Individual	N/A	Refer to Format	Online Assignment Submission with plagiarism check
All	3c	Code of Conduct	Individual	N/A	Refer to Format	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1a: Capability testing - Online knowledge quiz

<b>GOAL:</b>	Apply clinical examination of a patient and application of technical skills in accordance to the Paramedicine Board of Australia capabilities and the core clinical competencies.					
<b>PRODUCT:</b>	Quiz/zes					
<b>FORMAT:</b>	The student is required to apply knowledge of clinical skills during intensive week.					
<b>CRITERIA:</b>	<b>No.</b>  1    1 Implementation of core clinical competencies 2    2 Demonstration of the integration of knowledge to a clinical setting 3    3 Patient assessment and gathering evidence					<b>Learning Outcome assessed</b>  1

#### All - Assessment Task 1b: Capability testing - practical skill demonstration

<b>GOAL:</b>	In a simulated environment, you will demonstrate the clinical examination of a patient and application of technical skills in accordance to the Paramedicine Board of Australia capabilities and the core clinical competencies.					
<b>PRODUCT:</b>	Practical / Laboratory Skills					
<b>FORMAT:</b>	The student is required to demonstrate knowledge of clinical skills during intensive.					
<b>CRITERIA:</b>	<b>No.</b>  1    1 Implementation of core clinical competencies 2    2 Demonstration of the integration of knowledge to a clinical setting 3    3 Patient assessment and gathering evidence					<b>Learning Outcome assessed</b>  1

**All - Assessment Task 2:** Clinical Case Reflection

<b>GOAL:</b>	Apply principles of reflection on patient centred care		
<b>PRODUCT:</b>	Oral and Written Piece		
<b>FORMAT:</b>	To apply the principles of reflection, and ethical and clinical decision making using the Gibbs reflective model at a graduate emergency care level		
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>	
	1	Demonstration of concise communication pertaining to patient care Provide justification of clinical decision making Critically reflect on professional paramedic practice using the Gibbs reflective model	

2 3 4

**All - Assessment Task 3a:** Portfolio of Competencies - Journal for evaluating professional behaviour

<b>GOAL:</b>	Development of a portfolio of evidence of professional behaviours demonstrated during WIL experience		
<b>PRODUCT:</b>	Journal		
<b>FORMAT:</b>	To provide evidence, and reflection on, of the demonstrated professional behaviours in accordance with the PBA capabilities, with feedback from the Clinical Supervisor and Officer in Charge at the QAS. The professional behaviour template is included in the course Clinical Practice Portfolio.  Due date 13th November 1700hrs		
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>	
	1	Knowledge of scope of practice and adherence to code of conduct Demonstrated PBA capabilities in accordance with the code of conduct	

1

**All - Assessment Task 3b:** Portfolio of Competencies - Clinical hours log

<b>GOAL:</b>	Development of a portfolio of evidence of professional behaviours demonstrated during WIL experience		
<b>PRODUCT:</b>	Journal		
<b>FORMAT:</b>	During your WIL experience, you are required to complete four weeks of clinical placement. Attendance log must be signed by the Supervisor at the completion of each shift and, for QAS, confirmed by the OIC at the conclusion of the placement period.  Due 13th November 1700hrs		
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>	
	1	Completion of the required hours	

1

**All - Assessment Task 3c:** Portfolio of Competencies - WIL experience in accordance with the Codes of Conduct

<b>GOAL:</b>	Development of a portfolio of evidence of professional behaviours demonstrated during WIL experience		
<b>PRODUCT:</b>	Code of Conduct		
<b>FORMAT:</b>	To be eligible to pass, you are required to complete the clinical placement satisfactorily according to the criteria below. See Canvas for the link to the Code of Conduct.  Due 13th November 1700hrs		

CRITERIA:	No.	Learning Outcome assessed
	1 Knowledge of scope of practice and adherence to code of conduct Demonstrated PBA capabilities in accordance with the code of conduct	1

## 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

Mandatory uniform and personal protective safety equipment as outlined in the clinical practicum handbook.

## 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

Limited Graded Course:

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC.

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.

### 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)