



PMSC12003 *Special Populations in Paramedic Practice*

Term 2 - 2024

Profile information current as at 05/09/2024 01:38 pm

All details in this unit profile for PMSC12003 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will develop the capacity to engage with, assess, and manage obstetrics and paediatric patients. Upon completion of this unit, you will be able to draw upon your knowledge of pathophysiology, epidemiology, and aetiology to provide professional, situational, and culturally appropriate treatment pathways for managing these special populations.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite - PMSC12001 Procedures and Skills in Paramedic Practice, PMSC11004 Paramedic Medical Emergencies 1 and PMSC12004 Advanced Electrophysiology and Coronary Care

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2024

- Mixed Mode

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 40%

2. **Online Quiz(zes)**

Weighting: 20%

3. **Online Quiz(zes)**

Weighting: 40%

4. **Practical Assessment**

Weighting: Pass/Fail

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student Feedback

Feedback

Inconsistencies were identified between academics at residential school

Recommendation

All academics teaching in the unit will receive identical explicit instruction. A Zoom meeting will be held before residential school to ensure all academics are consistently trained in assessment facilitation.

Feedback from Student Feedback

Feedback

There was limited opportunity to complete enough scenarios at residential school due to large group numbers

Recommendation

Attempt to employ more casual staff members to ensure appropriate academic/student ratios to assist students in getting exposure to scenarios.

Feedback from Student Feedback

Feedback

Unit layout was well received by students, with equal time allocated to obstetric and paediatric patients

Recommendation

Keep the layout similar in future deliveries of the unit.

Feedback from Student Feedback/Unit Coordinator reflection

Feedback

The time limit for the first quiz was very tight. An extra 10 - 15 minutes would be beneficial

Recommendation

Increase the allocated time for the first quiz.

Feedback from Unit Coordinator reflection/student feedback

Feedback

Some students struggled with the understanding and interpretation of the written assessment details.

Recommendation

Provide extra discussion around the written assessment to ensure understanding from students.

Feedback from Student feedback

Feedback

More tutorial sessions would be useful.

Recommendation

Schedule more tutorial sessions throughout the unit.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Analyse and apply the pathophysiology to antenatal patients through all stages of pregnancy, including intrapartum and post-partum
2. Analyse and apply the knowledge of key growth, anatomical and physiological differences when assessing paediatric patients
3. Integrate theoretical knowledge in the clinical assessment of common and emergent obstetric and paediatric conditions
4. Demonstrate the application of clinical skills, interventions, and pharmacology in the management of obstetric and paediatric patients in the pre-hospital environment
5. Employ the principles of effective communication when dealing with paediatric and obstetric patients, with consideration of culturally appropriate, ethical, and professional behaviours required of the registered paramedic.

It is a requirement of the Paramedicine Board of Australia that units align with the Australian Health and Practitioner Regulation Agency (AHPRA) Professional Capabilities for Registered Paramedics. These are broken down into five (5) domains. Below aligns the learning outcomes with these domains. In addition, the learning outcomes have also been aligned with the National Safety and Quality Health Service (NSQHS) Standards.

Professional Capabilities for a Registered Paramedic

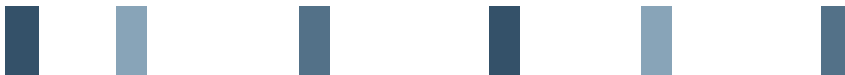
The Paramedicine Board of Australia is responsible for assessing, consulting on and setting the standards for paramedics practicing in Australia. These standards and relevant domains are articulated in the Professional Capabilities for a Registered Paramedic document. The learning outcomes of this unit are matched to the relevant capabilities.

Standard/Attribute/Criteria	Learning Outcomes
Domain 1: The professional and ethical practitioner 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.1.10, 1.1.11, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2	L01, L02, L03, L04, L05
Domain 2: The communicator and collaborator 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.2.1, 2.2.2, 2.2.3, 2.2.5, 2.2.6	L04, L05
Domain 3: The evidence-based practitioner 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.4.2	L01, L02, L03, L04, L05
Domain 4: The safety and risk management practitioner 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.2, 4.5.3	L02, L03, L04, L05
Domain 5: The paramedic practitioner 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.2.1, 5.2.3, 5.2.4, 5.2.5, 5.3.1, 5.3.2, 5.3.4, 5.3.5, 5.3.6, 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.4.6, 5.6.1, 5.6.2, 5.6.3, 5.6.4	L01, L02, L03, L04, L05

National Safety and Quality Health Service Standards

The Australian Commission on Safety and Quality in Health Care Standards developed in this unit are:

Standard	Learning Outcomes
Clinical Governance	L01, L02, L03, L04
Partnering with Consumers	L02, L03, L04, L05
Preventing and Controlling Infections	L02, L03, L04, L05
Medication Safety	L04, L05
Comprehensive Care	L01, L02, L03, L04, L05
Communicating for Safety	L04, L05
Recognising and Responding to Acute Deterioration	L03, L04, L05



Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 40%	•		•		
2 - Online Quiz(zes) - 20%	•	•			
3 - Online Quiz(zes) - 40%			•	•	
4 - Practical Assessment - 0%				•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•		•	•
2 - Problem Solving	•	•	•	•	•
3 - Critical Thinking	•	•	•	•	
4 - Information Literacy	•	•	•		
5 - Team Work				•	•
6 - Information Technology Competence	•	•	•	•	
7 - Cross Cultural Competence	•	•		•	•
8 - Ethical practice	•	•	•	•	•
9 - Social Innovation	•	•			
10 - Aboriginal and Torres Strait Islander Cultures					

Textbooks and Resources

Textbooks

PMSC12003

Supplementary

Midwifery: Preparation for Practice 4e

Edition: 4th (2018)

Authors: Sally Pairman, Sally X Tracy and Hannah Dahlen

Elsevier

ISBN: 072954267X

PMSC12003

Supplementary

Textbook of Adult Emergency Medicine

(2020)

Authors: Cameron, P. , Little, M. ,Mitra, B. & Conor, D.

Elsevier

Sydney , NSW , Australia

ISBN: 9780702076244

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Ashley Raeside Unit Coordinator

a.raeside@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

<p><u>Introduction to the Obstetric Patient</u> <u>History Taking in the Obstetric Patient</u> <u>Complications of Pregnancy</u></p>	<p>Pairman, S., Tracy, S., Dahlen, H. G., & Dixon, L. (2019). Midwifery: preparation for practice (4e.. ed.). Book 2.</p> <ul style="list-style-type: none"> • Maternal changes associated with pregnancy, Chapter 18, pp. 394 - 401. • Historical Health Review, Chapter 18, pp.449 • Physiological changes of pregnancy, Chapter 21, pp.474-479. • Bleeding in early pregnancy, Chapter 35, pp.812-824 • Preeclampsia, Chapter 35, pp 852 - 857 • HELLP and Eclampsia, Chapter 38, pp.972 - 974 	<p>Web-based resources. Pre-recorded lectures.</p>
--	---	--

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p><u>Normal Cephalic Delivery</u> <u>Cultural Considerations in Obstetrics</u> <u>Postpartum Anxiety and Depression</u></p>	<p>Pairman, S., Tracy, S., Dahlen, H. G., & Dixon, L. (2019). Midwifery: preparation for practice (4e.. ed.). Chatswood.</p> <ul style="list-style-type: none"> • Applied physiology of labour and birth, Chapter 22, pp. 485 - 500 • Postnatal Depression, Chapter 39, pp, 1005 - 1008 <p>McLelland, G., McKenna, L., Morgans, A., & Smith, K. (2018). Epidemiology of unplanned out-of-hospital births attended by paramedics. BMC pregnancy and childbirth, 18(1), 1-9.</p>	<p>Web-based resources. Pre-recorded lectures.</p>

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p><u>Obstetric Emergencies</u> <u>Neonatal Resuscitation</u></p>	<p>Pairman, S., Tracy, S., Dahlen, H. G., & Dixon, L. (2019). Midwifery: preparation for practice (4e.. ed.). Chatswood.</p> <ul style="list-style-type: none"> • Life-Threatening emergencies, Chapter 38, pp.943-956 • Breech Presentation, Chapter 34, pp. 790 - 804 • Placental Abruption, Chapter 35, 821 - 823 • Maternal Life-Threatening Conditions, Chapter 38, pp. 956 - 966 	<p>Web-based resources. Pre-recorded lectures.</p>

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

<u>Introduction to Paediatrics</u> <u>Paediatric Resuscitation</u>	Cameron, P., Browne, G. J., Mitra, B., Dalziel, S., & Craig, S. (Eds.). (2018). Textbook of paediatric emergency medicine. Elsevier Health Sciences. <ul style="list-style-type: none"> • Approach to the paediatric patient, Chapter 1.1, pp, 1-11 • Crisis Intervention, Chapter 18, 439-444 • Administration in EMS, Chapter 19, 445- 450 Walker, A., & Hanna, A. (2020). Kids Really Are Just Small Adults: Utilizing the Pediatric Triangle with the Classic ABCD Approach to Assess Pediatric Patients. Cureus, 12(3).	Web-based resources. Pre-recorded lectures.
---	--	---

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Paediatric Respiratory Conditions</u>	Cameron, P., Browne, G. J., Mitra, B., Dalziel, S., & Craig, S. (Eds.). (2018). Textbook of paediatric emergency medicine. Elsevier Health Sciences. <ul style="list-style-type: none"> • Inhaled foreign body, Chapter 6.3, pp, 160-161 • Croup, Chapter 6.4, pp, 161-164 • Acute asthma, Chapter 6.5, pp, 165-170 • Bronchiolitis, Chapter 6.8, pp, 176-178 	Web-based resources. Pre-recorded lectures. Written Assessment Case Study Due: Week 5 Monday (5 Aug 2024) 9:00 am AEST

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
No content		

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Paediatric Medical Conditions</u>	Cameron, P., Browne, G. J., Mitra, B., Dalziel, S., & Craig, S. (Eds.). (2018). Textbook of paediatric emergency medicine. Elsevier Health Sciences. <ul style="list-style-type: none"> • Shock, Chapter 2.5, pp, 41-43 • Sepsis recognition and initial management, Chapter 2.6, pp, 43-45 • Diabetic emergencies in children, Chapter 10.3, pp, 281-283 	Web-based resources. Pre-recorded lectures.

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Paediatric Neurological Conditions</u> <u>Submersion Injuries</u> <u>Minor Trauma in Paediatric Patients</u>	Cameron, P., Browne, G. J., Mitra, B., Dalziel, S., & Craig, S. (Eds.). (2018). <i>Textbook of paediatric emergency medicine</i> . Elsevier Health Sciences. <ul style="list-style-type: none"> • Seizures and non-epileptic events, Chapter 8.3, 243-247 • Headache, Chapter 8.6, 259-264 	Web-based resources. Pre-recorded lectures.

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Introduction to Geriatric Patients</u>		Web-based resources. Pre-recorded lectures/readings.

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Geriatric Neurological Conditions</u>		Web-based resources. Pre-recorded lectures/readings.

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Falls and Geriatric Trauma</u>		Web-based resources. Pre-recorded lectures/readings. Obstetric and Paediatric Quiz Due: Week 10 Monday (16 Sept 2024) 9:00 am AEST

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Special Needs</u>	Lord, C., Elsabbagh, M., Baird, G., & Veenstra-Vanderweele, J. (2018). Autism spectrum disorder. The lancet, 392(10146), 508-520.	Web-based resources. Pre-recorded lectures.

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Residential School Preparation</u>		Web-based resources. Pre-recorded lectures.

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Management and Drug Calculation quiz Due: Review/Exam Week Monday (7 Oct 2024) 9:00 am AEST

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Assessment Case Study

Assessment Type

Written Assessment

Task Description

You are presented with the following obstetric case study and will be required to answer five (5) questions pertinent to the case totally 2000 words (+/- 10%)

You are a paramedic in your first-year post-qualification, working with a graduate who has only been on road for 2 months.

You are dispatched to a 28-year-old female, with imminent delivery. The information you have is:

- G3: P1, 41 weeks gestation
- Membranes ruptured 2 hours ago at home
- Onset of regular painful contractions 30 minutes ago, she called the hospital and was advised to come in; it's approximately a 20-minute drive from her home.
- She is unable to move herself to the car between contractions as she has developed a sudden and overwhelming urge to push. Her partner calls 000.
- You are 15 km from the location with a 9-minute response time
- Backup is 15 minutes away and dispatched at the same time
- Unremarkable antenatal history, except for well-controlled gestational diabetes
- Regular check-ups with GP and midwife.

- Previous normal singular vaginal births.

On arrival, you find the woman, Sophie, lying on her bed actively pushing and the presenting part appears to be the baby's head. Her partner, Tom, is relieved to see you. You only have time to place your equipment down when the head is delivered with Sophie's next push.

On the next contraction you then recognise

- there is no spontaneous restitution of the head
- the shoulders do not deliver
- Sophie continues to push with significant pain

1) Provide a definition and overview of the obstetric condition the patient is presenting with?

2) List and discuss the pertinent risk factor(s) that could have increased this patient's risk of presenting with her current condition?

3) Describe one (1) of the manoeuvres or actions that is linked with this obstetric emergency and provide a pathophysiological rationale?

Once the application of the manoeuvres is complete, the baby is delivered safely with an APGAR of 8.

Sophie is now holding the baby skin to skin on her chest when she states that she doesn't feel well and you notice considerable PV blood loss. At this point, she delivers the placenta, and with this comes a fresh flow of frank red blood. You feel her abdomen at this point, and it feels soft and boggy.

4) What is your concern at this point, and outline and discuss the likely potential cause of this substantial blood loss?

5) Describe that pathophysiology behind ONE of the key pharmacological options used post-delivery in the management of this condition?

Assessment Due Date

Week 5 Monday (5 Aug 2024) 9:00 am AEST

This assessment must be submitted via the unit moodle page under the written assessment case study tab

Return Date to Students

Week 7 Friday (30 Aug 2024)

3 weeks after due date

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

Please see the Moodle for a detailed rubric, however, broadly you will be assessed on:

- Knowledge of pathophysiology of a specific obstetric condition.
- Application of pathophysiology to clinical presentation.
- Understanding of aetiology of numerous obstetric conditions.

Please write your assessment using the following style and format and then upload it to the PMSC12003 Moodle page under the Case Study link in the Assessment tab.

Presentation:

Your assessment should be formatted on A4 International Standard paper with margins of 2.54cm. Arial font and size set to 12 point, and line spacing set to 1.5.

Format:

Cover page: a cover page must be included for this assessment in the following format:

- Assessment name
- Unit number and name (PMSC12003 Special Populations in Paramedic Practice)
- Your name
- Student number
- Word count (not including cover page, headings, in-text references and reference page)
- Assessment due date (if you have an approved extension this needs to be noted here)

Body of assessment:

- Headings may be used (i.e. Provisional Diagnosis, Definition, Pathophysiology etc.)
- Appropriately referenced using the APA 7th Edition format

Reference page:

- The reference list must be on a separate page at the end of your assessment
- References must be listed using the APA 7th Edition format

The word limit for this assessment is 2000 words (+/-10%, not including cover page, headings, in-text references and reference page).

The assessment will be marked against a rubric, which will be available on the Moodle page.

You must provide a reference list of no less than 7 reference sources, published after 2013, which can include peer-reviewed scientific journal articles, Australian and/or New Zealand ambulance service guidelines, expert textbooks and websites, as appropriate.

In the absence of an approved extension, a penalty of 5% of the total marks for the assessment will be deducted for each full or part calendar day the assessment is overdue, in accordance with the Assessment Policy and Procedure.

The pass mark for this assessment is 50%

This written assessment will be worth 40% of the total percentage mark for this unit.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Analyse and apply the pathophysiology to antenatal patients through all stages of pregnancy, including intrapartum and post-partum
- Integrate theoretical knowledge in the clinical assessment of common and emergent obstetric and paediatric conditions

2 Obstetric and Paediatric Quiz

Assessment Type

Online Quiz(zes)

Task Description

For this assessment you will be required to undertake an online quiz. The quizzes will be accessed through the unit Moodle page under the Assessment tab.

The quiz is designed to assess your knowledge and understanding of content delivered during Week 1 to Week 7, inclusive, and includes both obstetric and paediatric questions. This quiz will be a combination of multiple-choice, true/false and short answer questions. There will be a strong focus on pathophysiology, growth and development of these patients through the stages of obstetric and paediatric development. It will also involve questions around the key conditions that have been covered during the allocated weeks.

The quiz will be available from Monday 9th September 0900am until Monday 16th September 2024 at 0900am AEST.

Number of Quizzes

1

Frequency of Quizzes

Assessment Due Date

Week 10 Monday (16 Sept 2024) 9:00 am AEST

Quiz opens on Monday 9th September 2024 and must be completed by Monday 16th September 0900 AEST

Return Date to Students

Week 12 Friday (4 Oct 2024)

Results returned 2 weeks after closing date

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

This quiz is worth 20% of the total mark for the unit. Marks are awarded if a question is answered correctly and the total

marks are tallied after each quiz has been attempted. Non-attempts will score a zero mark. Quizzes are open-book, so the use of Clinical Practice Guidelines, book chapters, journal articles etc are allowed. Please take note that this is an individual assessment. Collaboration is not allowed and may lead to disciplinary action. Each quiz will have a specific time limit imposed to complete the quiz. When the time for the quiz expires, any open attempt are automatically submitted. You must therefore commence the quiz allowing the appropriate amount of time to complete the attempt. In the absence of an approved extension, there will be no opportunity to complete the task after the due date, and there will be no opportunity to apply a late penalty of five percent per day. Quizzes may not be re-attempted.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Analyse and apply the pathophysiology to antenatal patients through all stages of pregnancy, including intrapartum and post-partum
- Analyse and apply the knowledge of key growth, anatomical and physiological differences when assessing paediatric patients

3 Management and Drug Calculation quiz

Assessment Type

Online Quiz(zes)

Task Description

This quiz will involve a combination of multiple-choice and short answer questions. It will primarily cover the assessment and management of paediatric and geriatric patients. The quiz will involve case studies that will require drug calculations and will require critical thinking in your application of knowledge.

For this assessment, you will be required to undertake an online quiz. This quiz will be accessed through the unit Moodle page under the Assessment tab.

The quiz is designed to assess your knowledge and understanding of content delivered from Week 4 to Week 11, inclusive, and includes both paediatric and geriatric questions. This quiz will be a combination of multiple-choice, true/false and short answer questions. There will be a strong focus on pathophysiology, clinical assessment, management and pharmacology of geriatric and paediatric conditions.

The quiz will be available from Monday 30th September 0900am until Monday 7th October 2024 at 0900am AEST.

Number of Quizzes

1

Frequency of Quizzes

Assessment Due Date

Review/Exam Week Monday (7 Oct 2024) 9:00 am AEST

Quiz will be opened on Monday 30th September and must be completed by Monday 7th October 2024 0900hrs

Return Date to Students

Exam Week Friday (18 Oct 2024)

Results returned two weeks after closing date

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

This quiz is worth 40% of the total mark for the unit. Marks are awarded if a question is answered correctly and the total marks are tallied after each quiz has been attempted. Non-attempts will score a zero mark.

The quiz is open-book, so the use of Clinical Practice Guidelines, book chapters, journal articles etc are allowed. Please take note that this is an individual assessment. Collaboration is not allowed and may lead to disciplinary action.

There will be a specific time limit imposed to complete the quiz. When the time for the quiz expires, any open attempt are automatically submitted. You must therefore commence the quiz allowing the appropriate amount of time to

complete the attempt.

In the absence of an approved extension, there will be no opportunity to complete the task after the due date, and there will be no opportunity to apply a late penalty of five percent per day. Quizzes may not be re-attempted.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Integrate theoretical knowledge in the clinical assessment of common and emergent obstetric and paediatric conditions
- Demonstrate the application of clinical skills, interventions, and pharmacology in the management of obstetric and paediatric patients in the pre-hospital environment

4 Practical Assessment

Assessment Type

Practical Assessment

Task Description

This assessment is a Pass/Fail Assessment.

This is an Objective Structured Clinical Examination (OSCE), which will be conducted at the Residential School. There will be two (2) OSCE stations, each designed to assess your knowledge and practical skills acquired during this unit. There will be one (1) short case OSCE station and one (1) long case. You will be allocated 15 and 20 minutes respectively to complete the assessment. The short and long case OSCEs will be delivered in the format of a structured scenario, looking at the following areas:

- Patient assessment and history taking.
- Evidence gathering and patient treatment.
- Implementation of interventions, procedures, pharmacology and skills.
- Overall patient and scene management.

Feedback for the short and long cases will be provided AFTER the residential school. Further information will be given to students upon arrival at the residential school.

Assessment Due Date

The Practical Assessment will take place during the Residential School

Return Date to Students

2 weeks post Residential School

Weighting

Pass/Fail

Minimum mark or grade

50%

Assessment Criteria

An example assessment rubric will be provided on the unit Moodle page. The result from each OSCE will be added together to form a cumulative mark across all 3 assessment items you complete on the day. This will determine the pass/fail result. You will be required to achieve an overall score of 50% to achieve a pass mark. Due to being awarded a cumulative mark, there will be no opportunity for any re-sits.

Failure to attempt/undertake an assessment task will result in a fail for this assessment.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

No submission method provided.

Learning Outcomes Assessed

- Demonstrate the application of clinical skills, interventions, and pharmacology in the management of obstetric and paediatric patients in the pre-hospital environment
- Employ the principles of effective communication when dealing with paediatric and obstetric patients, with consideration of culturally appropriate, ethical, and professional behaviours required of the registered paramedic.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem