PMSC13012 *Paramedic Medical Emergencies 3*
Term 1 - 2024

Profile information current as at 20/05/2024 11:08 am

All details in this unit profile for PMSC13012 have been officially approved by CQUniversity 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 study the pathophysiology, presentation, and pre-hospital management of various environmental, toxicological and toxinological emergencies. You will learn how to discriminate between similar conditions and confounding presentations. Through case-based learning, you will develop the critical thinking and clinical judgement skills to confidently reach diagnoses and determine the most appropriate clinical management in accordance with contemporary industry guidelines and protocols. A residential school consolidates knowledge with practice in high-fidelity simulation case management exercises.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisites: PMSC12005 Paramedic Medical Emergencies 2 PMSC12004 Advanced Electrophysiology and Coronary Care Please note: Any student who has not successfully completed a PMSC residential school within the preceding 12 months or undertaken a clinical placement unit, must complete a PMSC12001 Procedures & Skills refresher. This ensures currency with all contemporary skills and procedures in line with industry standards and professional capabilities. 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 1 - 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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:
Click here to see your [Residential School Timetable](#).

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: 50%
2. **Online Test**
Weighting: 50%
3. **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 SUTE Unit Comments Report. Many similar comments received in-person,

via email, and during Zoom tutorials.

Feedback

"The one aspect of this unit that stood out the most that in my opinion made the learning experience so much better then others, was the ability to download audio files. This made studying for me so much easier as I was able to listen through lectures whilst driving or at work."

Recommendation

It is recommended that audio versions of all lectures continue to be provided, as well as for the tutorial sessions. Where some lectures were longer, or covered multiple conditions or focus areas, the audio files were split into parts for easier navigation. It was very simple to add these additional resources for students, and I received very positive feedback on this initiative throughout term from students who appreciated the flexibility of audio content delivery.

Feedback from SUTE Unit Comments Report; forum request during term.

Feedback

Requests for self-test question sheets and quizzes weekly to help with study and revision.

Recommendation

Self-test revision prompt questions were provided for those weeks at the start of term that covered a larger number of conditions that were easy to confuse. Towards the end of term, a practice online quiz was also provided to help with both assessment preparation and revision. It is recommended that these resources are expanded to cover all weeks, and that consideration is given to providing additional practice quizzes as well. To avoid a sense of overwhelm in a unit that does already cover a huge number of conditions and at sometimes great depth, it is further recommended that labels explicitly state that these are not core content resources but optional review material for use at any time.

Feedback from SUTE Unit Comments Report; similar comments received in-person, via email, and during Zoom tutorials.

Feedback

"PME3 was a well presented unit. The lectures were very well done with an extensive amount of high quality peer-reviewed content which was presented effectively. Having to deliver a time-intensive research assignment during placement was annoying, however, the fact that Lisa has clearly put a lot of work into delivering similar content in her lectures made me feel better about it as everyone was being held to the same high standard."

Recommendation

Based upon the extremely positive student feedback, it is recommended that the remaining content is also with new green screen lectures. Consider also restructuring and re-recording any new lectures that ran longer than thirty minutes. Most content lectures were created fresh for this year, and utilised greenscreen technology for a cleaner presentation with increased sense of transactional presence without extraneous clutter. Students provided very positive feedback on the lecture content and presentation, and appreciated that all slides were supported by citations with a full reference list. I do take the time to ensure that all citations and the references are presented to the exact high standard we demand of our students in their written reports, and I can also point to my own work as examples of citing and referencing various material.

Feedback from Self-reflection; student comments received in-person.

Feedback

Video responses to forum questions.

Recommendation

It is recommended to continue the practice of providing video responses in addition to text responses to forum questions. I introduced short video responses to student questions or comments posted in the forum to provide greater transactional presence to students and a more engaging interaction. This worked very well and was well-received by students. Initially this did feel like it took a bit more time, but with hindsight I realised that I often spend a lot of time ensuring clarity and comprehensive information within my written responses anyway. Videos allowed me to talk to the student in a direct (albeit asynchronous) sense, and I also added text dot-points as a summary or for those unable to view video.

Feedback from SUTE Unit Evaluations chart; SUTE Comments Report

Feedback

Request for more real-life examples; request for video examples of case management.

Recommendation

The request for video examples of case management (or staff demonstrations during residential schools) was received during residential school, as well as later within SUTE comments. I explained at the time that it would be difficult to choose which (of several dozen) conditions to provide an example of case management for, given how specific clinical management is for each presentation. Examplars could also create assessment issues and a perception of disparity if

that case type were used to assess some students, whilst other students were assessed on a condition for which I did not create a case management video. I recommended further consideration around providing video exemplars for the general approach to the poisoned patient. These could support continued use of real-life examples of case management for tutorial discussions, and will continue to source case reports as reading material for the eReading List.

Unit Learning Outcomes

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

1. Evaluate patients systematically and comprehensively to formulate a provisional diagnosis associated with toxicology, toxinology and environmental emergencies
2. Justify the provisional diagnosis by integrating knowledge of underpinning physiological changes associated with acute toxicology, toxinology and environmental presentations
3. Practice critical thinking in case management to justify clinical decisions with an evidence-based rationale
4. Develop and implement clinically appropriate management interventions through comprehensive knowledge and implementation of evidence-based practice, incorporating the principles of safe, culturally sensitive, and ethical practice.

It is a requirement of the Paramedicine Board of Australia that units align with the AHPRA professional capabilities for registered paramedics. These are broken down into five (5) domains. Below aligns the proposed 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 practising in Australia. These standards and relevant domains are articulated in the *Professional capabilities for registered paramedics* document. The learning outcomes of the unit are matched to the relevant capabilities.

Standard/Attribute/Criteria	Learning Outcome
Domain 1: The professional and ethical practitioner 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.8, 1.1.9, 1.1.10, 1.1.11, 1.2.1, 1.2.2, 1.2.3, 1.2.5, 1.2.5, 1.3.1, 1.3.3, 1.4.1, 1.4.2	LO1, LO2, LO3, LO4
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	LO3, LO4
Domain 3: The evidence-based practitioner 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.2, 3.3.3, 3.3.4	LO1, LO2, LO3, LO4
Domain 4: The safety and risk management practitioner 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, 4.3.3	LO3, LO4
Domain 5: The paramedicine practitioner 5.2.1, 5.2.2, 5.2.4, 5.2.5, 5.3.1, 5.3.4, 5.3.6, 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.4.6	LO1, LO2, LO3, LO4

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	LO3, LO4
Partnering with Consumers	LO3, LO4
Preventing and Controlling Infections	LO3, LO4

Medication Safety	LO3, LO4
Comprehensive Care	LO1, LO2, LO3, LO4
Communicating for Safety	LO3, LO4
Recognising and Responding to Acute Deterioration	LO3, LO4

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level ○ Introductory Level ○ Intermediate Level ● Graduate Level ○ Professional Level ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%	●		●	
2 - Online Test - 50%	●	●	●	●
3 - Practical Assessment - 0%		●		●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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
PMSC13012

Prescribed

Textbook of Adult Emergency Medicine
Edition: 5 (2019)
Authors: Ed: Peter Cameron
Elsevier
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)
- Web camera and microphone to join on line sessions

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

Lisa Hurring Unit Coordinator
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Gavin Cousens Unit Coordinator
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Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Approach to the poisoned patient • Systematic approach review • Approach to the poisoned patient • Resuscitation review	**Refer to the eReading List in Moodle for full reading tasks** The eReading List within Moodle will list all of your readings for each week, with direct links to online and web-based resources, and the chapter and page details of prescribed textbook readings. Your reading and supporting material for each week shall comprise some or all of the following resources: • Chapters of the Queensland Ambulance Service (QAS) Digital Clinical Practice Manual (dCPM) • Chapters from the prescribed textbook • Peer-reviewed literature • Online resources including digitised chapters from other textbooks, web-based videos, and websites. This information applies to all following content weeks.	Online tutorial

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Pharmacokinetics & toxidromes • Pharmacokinetics review • Adverse drug reactions & drug interactions	Refer to the eReading List in Moodle	Online tutorial

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Cardiovascular drugs • Antihypertensives • Antiarrhythmics • Cardiac glycosides • Oral anticoagulants	Refer to the eReading List in Moodle	Online tutorial

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Central nervous system and mental health drugs • Antidepressants • Mood stabilisers • Antipsychotics • Anticonvulsants	Refer to the eReading List in Moodle	Online tutorial

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Common prescription and over-the-counter drugs • Paracetamol • Salicylates • Theophylline • Caffeine • Hypoglycaemic agents	Refer to the eReading List in Moodle	Online tutorial

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Mid-term break	No new readings this week	No tutorial this week

Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Drugs of abuse
- Alcohols
- Cocaine
- Benzodiazepines
- Psychostimulants
- Opioids
- Inhalants

Refer to the eReading List in Moodle

Online tutorial

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Poisons • Pesticides • Herbicides • Noxious gasses • Cyanide • Hydrofluoric acid	Refer to the eReading List in Moodle	Online tutorial

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Toxinology • Snake bite • Spider bite • Hymenoptera bites & stings • Marine bites & envenomations	Refer to the eReading List in Moodle	Online tutorial **Written Assessment** Due: Week 8 Friday (3 May 2024) 11:59 pm AEST

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Environmental & CBRIE cases • HAZMAT • CBRIE • Hypothermia • Hyperthermia	Refer to the eReading List in Moodle	Online tutorial

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Pressure-related & post-immersion cases • Altitude sickness • Dysbarism • Post-immersion	Refer to the eReading List in Moodle	Online tutorial

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Review & consolidation • Preparation for Online Quiz assessment	No further new readings	Online tutorial **Online Quiz** Due: Week 11 Friday (24 May 2024) 11:59 pm AEST

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Residential School Block A	No further new readings	Residential School Block B: 27-30 May inclusive

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
Residential School Block B		Residential School Block B: 03-06 June inclusive

Assessment Tasks

1 Written Assessment

Assessment Type
Written Assessment

Task Description
For this task you must review contemporary literature to determine best practice management of a toxidrome presentation, and then compare this best practice with existing ambulance guidelines.

You will make your own choice of toxidrome to research, and prepare a report for an audience of qualified paramedics. Your report should provide a brief introduction with relevant background information (e.g. epidemiology within Australia) and a statement outlining the purpose of the paper. You'll describe the pathophysiological processes of this presentation and how these generate the clinical features seen in patients. You will present your research findings into latest best-practice recommendations for clinical management of this toxidrome, explaining how these treatment modalities directly address the condition.

If you wish, you can narrow your research focus to centre upon a certain patient population, e.g. paediatrics, geriatrics, those with complicating comorbidities, etc.

Content and Structure:
When researching current best-practice you must primarily focus upon literature published within the last five to ten years.

- Additional sources such as Government documents or medical authorities will be relevant as supporting information only for the pathophysiology section.
- At third-year level, undergraduate textbooks and public information websites must not be used as primary sources.
- Ambulance guidelines are not primary sources, and are only relevant if reporting existing clinical guidelines.

Your report should be 1,800 words in total, with clear logical structure and argument flow. Within the main body you should present the following content:

- Introduction: Identify your chosen toxidrome with a brief definition, and introduce the report purpose.
- Pathophysiology: Which specific body systems are impacted by this toxidrome? Explain the systemic effects of this toxic substance upon organs and organ systems, and describe the clinical features and progression.
- Research current best-practice in literature: What recommendations for clinical management of this toxidrome are made in recent literature? Are there any recent developments in management? You will need to review papers of no more than five to ten years old to determine contemporary best-practice.
- Conclusion: A brief summation of your main argument and recommendations.

You may name section headings as best suits your focus area, and may include additional subheadings if you wish to give further internal structure to larger sections. You must write in a professional academic style, and must use correct APA style for in-text citations and the reference list. APA formatting is also required for the report layout, as stipulated below.

Please ensure that you carefully read through the Task Description, Assessment Criteria, and Moodle assessment page to fully understand the nature and requirements of this task.

Assessment Due Date
Week 8 Friday (3 May 2024) 11:59 pm AEST
2359hrs AEST Friday 03 May 2023

Return Date to Students
Week 11 Friday (24 May 2024)
Friday 24 May 2023

Weighting
50%

Minimum mark or grade
50%

Assessment Criteria
This task is worth 50% of your overall mark. You must attain a minimum mark of 50% for this task to pass, and you must pass this task to pass the unit.

- Presentation and layout: Layout formatting of report body is consistent and correct APA style as stipulated below (see "Report Formatting" section below); cover page includes name and student number, unit ID, due date and any extension status, and calculated word count (excluding citations, reference list).
- Content: All required subsections are present and completed as directed; at least six current relevant peer-reviewed papers are used.
- Style: This task requires writing at the standard of a third-year undergraduate student. Information is presented in a clear & logical sequence; written in academic style; conforms to word count; and demonstrates correct grammar and spelling.
- Referencing: All sources are cited and referenced appropriately throughout this task in correct APA 7th edition style. Significant penalties apply for citations not present in the reference list and vice-versa.
- File format: Submitted as a PDF document (.pdf).
- Word count: 2,000 words +/-10%, excluding cover page, in-text citations, and reference list. Calculate your word count before submission and include this on the cover page.
- Late submissions: Late submissions will be accepted, but penalties will accrue at 5% for every calendar day past the due date in the absence of an approved extension.
- Academic integrity: All submissions are subject to review of the associated Turnitin report and all instances of plagiarism shall be reported to the Academic Misconduct Board.

Report Formatting:

You must format your written report using APA formatting style. The APA doesn't just set citation and reference styles, but have layout requirements too; these stipulate rules on the font, margins, headings and subheadings, spacing and returns, and how we layout our reference list. Please apply the following formatting to your layout:

- Cover page shows your paper's title, name and student number, this unit code, and the word count excluding the exclusions (title page, in-text citations, and reference list). Start these 1/3 down from the top, and make them horizontally centred.
- No fancy templates on the cover page or on the sides of each page of the report; keep the background plain and white.
- One inch margins (2.54cm) on all sides (usually MS Word default margins).
- Left margin alignment; NOT justified margins.
- First line of each paragraph of the report body is indented 3-5 characters.
- Times New Roman or Arial font, size 12. Either is fine, but use just one font for the entire document.
- Double spacing throughout the entire document.
- Section headings are centred and bolded in sentence case; use the headings provided for each question within the content section of this assessment task.
- No extra returns after each paragraph or reference (this is why we have the indentations, headings, and hanging indents).
- Reference list starts on a new page and is strictly alphabetised.
- Each reference has a hanging indent of 5-7 characters.

Report Content:

Your report will comprise the following components; the main body content is further detailed above. Utilise current peer-reviewed literature to support your statements at all times, and review this literature when contrasting published evidence with current ambulance protocols. Beside each content section below are prompts on what you might wish to include within each section, but you may add further information / shift focus slightly as best suits your chosen topic.

- Cover page with calculated word count
- Introduction
- Pathophysiology, clinical features, and clinical progression
- Literature review of best-practice clinical management
- Recommendations
- Conclusion
- Reference list.

Referencing Style

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

Submission
Online

Submission Instructions
Submit into the Moodle submission system as .PDF file format for Turnitin scrutiny. No other submission means (e.g. direct email) shall be accepted.

Learning Outcomes Assessed

- Evaluate patients systematically and comprehensively to formulate a provisional diagnosis associated with toxicology, toxinology and environmental emergencies
- Practice critical thinking in case management to justify clinical decisions with an evidence-based rationale

2 Online Quiz

Assessment Type
Online Test

Task Description
The Online Quiz incorporates a mix of multiple-choice questions, short- and medium-length answer responses, and longer case management questions to assess your theoretical knowledge of topics covered throughout the unit.
It covers all content taught in this unit:

- Relevant anatomy and physiology
- Toxidromes and pathophysiology
- Appropriate pharmacology for adults and paediatrics
- The effective pre-hospital management of toxicological, toxinological, and environmental emergencies.

Students will be assessed on the Clinical Practice Guidelines, Clinical Practice Procedures and Drug Therapy Protocols as per the Queensland Ambulance Service Clinical Practice Manual.

Assessment Due Date
Week 11 Friday (24 May 2024) 11:59 pm AEST
2359hrs AEST Friday 24 May 2023

Return Date to Students

Friday 14 June 2023

Weighting
50%

Minimum mark or grade
50%

Assessment Criteria

- Please ensure that you read each question carefully and that you provide as much information as you can in your response.
- You will only be given one attempt for this quiz.
- Once started, do not press BACK on your browser or REFRESH the page at any time; your work will be lost as responses are not saved until the quiz is submitted or the allotted time expires.
- You will have a time limit of 90 minutes to complete the quiz and must complete the quiz within the allocated time; there is no facility to save progress and return to complete it later.
- When your time limit expires, any open attempts are automatically submitted.
- When the due date expires, any open attempts are automatically submitted; you must therefore start the quiz at least two hours before that deadline, or you will not receive your full time period.
- This quiz is worth 50% of your overall mark.
- You must achieve a minimum pass mark of 50% to pass this assessment, and you must pass all assessment tasks to pass the unit.
- The quiz becomes available at 0900hrs on Monday, Week Eleven, and remains open for seven calendar days.
- The quiz closes at 0900hrs on Monday, Week Twelve.
- For this assessment task no late submissions will be accepted and the quiz will close and become unavailable after the due date and time.
- In the absence of an approved extension, there will be no opportunity to complete the task after this date.
- If you experience a technical issue you must notify the Unit Coordinators immediately.

- This is an INDIVIDUAL TASK and must not be collaboratively completed. Quiz submissions are scrutinised to identify instances of collusion between students, and all such instances are reported to the Academic Misconduct Board for review.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
The Online Quiz is completed within the Moodle system

Learning Outcomes Assessed

- Evaluate patients systematically and comprehensively to formulate a provisional diagnosis associated with toxicology, toxinology and environmental emergencies
- Justify the provisional diagnosis by integrating knowledge of underpinning physiological changes associated with acute toxicology, toxinology and environmental presentations
- Practice critical thinking in case management to justify clinical decisions with an evidence-based rationale
- Develop and implement clinically appropriate management interventions through comprehensive knowledge and implementation of evidence-based practice, incorporating the principles of safe, culturally sensitive, and ethical practice.

3 Practical Assessment

Assessment Type
Practical Assessment

Task Description
For this unit you are required to attend a compulsory four-day residential school at the end of term. During your residential you will spend three days practicing case management of toxicological, toxinological, and environmental emergencies, as well as associated procedures and skills. On the fourth day you will complete the Practical Assessment as detailed below.

The Practical Assessment comprises two Objective Structured Clinical Examinations (OSCE) in the format of structured clinical scenarios. The two OSCEs require you to apply theoretical knowledge combined with clinical assessment and patient care skills to demonstrate effective case management. Each scenario will assess your:

- Patient assessment and history-taking
- Application of theoretical knowledge to formulate provisional diagnosis
- Synthesis and implementation of an effective case-management plan, which may comprise timely pharmocological and/or procedural interventions
- Reassessment and capacity to recognise the deteriorating patient
- Communication skills
- Teamwork and overall scene management
- Safe clinical practice.

Assessment Due Date

Students must attend one of either Residential Block A: 05-08 June inclusive; or Residential Block B: 12-15 June inclusive.

Return Date to Students

All Practical Assessments are subject to video moderation on completion of Residential Schools. Informal feedback will be provided to every student on completion of their assessments, whilst formal results are available by Confirmation of Grades once moderation is complete.

Weighting
Pass/Fail

Minimum mark or grade
This is an overall Pass/Fail assessment, with a pass mark of 60% applicable to each individual OSCE task

Assessment Criteria

- You must attend every day and session of your Residential School block
- The Practical Assessment is a Pass/Fail task
- You must pass this assessment to pass the Unit
- You must achieve a pass mark on both the two individual OSCEs to be awarded an overall pass for the Practical Assessment
- The pass mark for each individual OSCE is 60% (this is not an overall aggregate mark but calculated individually)
- There is only one resit available for this assessment; if a student fails one of the two OSCEs they are eligible for one resit of that failed task
- If a student fails both the two OSCEs they will be awarded a fail for the Practical Assessment
- Failure in this Practical Assessment will result in a fail for the the Unit
- This Unit references and applies the Clinical Practice Guidelines, Clinical Practice Procedures, and Drug Therapy Protocols as per the Queensland Ambulance Service (QAS) Clinical Practice Manual (CPM)
- This Practical Assessment requires clinical management according to the QAS CPM; any concerns regarding these criteria will must be discussed with the Unit Coordinator at the term commencement
- Students are responsible for allocating themselves for a Residential School by week four of term; please see the section Term-Specific Information within this Unit Profile for more important information on allocation and offerings.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
No submission method provided.

Submission Instructions
On-campus attendance is required for this Practical Assessment

Learning Outcomes Assessed

- Justify the provisional diagnosis by integrating knowledge of underpinning physiological changes associated with acute toxicology, toxinology and environmental presentations
- Develop and implement clinically appropriate management interventions through comprehensive knowledge and implementation of evidence-based practice, incorporating the principles of safe, culturally sensitive, and ethical practice.

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