



PMSC20013 Primary Healthcare 2

Term 2 - 2024

Profile information current as at 29/07/2024 03:19 pm

All details in this unit profile for PMSC20013 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

This unit provides you with the physical examination skills and knowledge of pharmacology needed for functioning as a paramedic with a primary healthcare focus and the assessment of patients with chronic diseases and non-acute complaints. You will learn advanced physical examination techniques, clinical treatments and procedural skills for the diagnosis and continual management of a patient's medical care. Critical thinking and analysis focused on evidence-based medicine and best practice will be covered to integrate decision making and clinical judgement into the use of clinical procedures. Additionally, you will be introduced to concepts and decision making processes relevant to short term pharmacology treatments and review of in-home medications.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: *12*

Student Contribution Band: *8*

Fraction of Full-Time Student Load: *0.25*

Pre-requisites or Co-requisites

Pre-requisite: PMSC20012 Primary Healthcare 1

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).

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 12-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 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: 70%

2. **Practical Assessment**

Weighting: Pass/Fail

3. **Report**

Weighting: 30%

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 & self-reflection.

Feedback

There is a mismatch between the criteria in the set task for assessment three and the rubric provided.

Recommendation

Adjust the rubric aligned with this assessment task to ensure alignment.

Feedback from Student feedback & self-reflection.

Feedback

The continued engagement of clinically active subject matter experts to offer recency of practice insights in primary healthcare is recommended for the residential school.

Recommendation

Ensure engagement of external clinically active subject matter experts during the residential school to support student learning.

Feedback from Self-reflection.

Feedback

Lab tech support is required to ensure the teaching space is adequately prepared and stocked and provide a smooth flow during the residential school.

Recommendation

Ensure residential school support from lab techs.

Unit Learning Outcomes

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

1. Demonstrate and document advanced clinical physical examination and assessment skills for the diagnosis of common chronic and low acuity disease states
2. Formulate and critically evaluate management plans for patient care
3. Implement advanced clinical treatment including procedural skills in the management of common chronic and low acuity disease states
4. Integrate pharmacology into patient care as required
5. Review a patient's medications to identify potential issues for referral to their primary healthcare provider.

A Graduate Diploma is now the standard requirement for many State ambulance services for advanced positions in the paramedic field. An emphasis has been placed on preferred candidates exceeding this requirement with a Masters degree for many new positions such as the Paramedic Practitioner.

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 - Knowledge	○	○	○	○	○
2 - Communication	○	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○	○
4 - Research				○	
5 - Self-management	○	○	○		
6 - Ethical and Professional Responsibility	○	○	○		
7 - Leadership					
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 70%	○	○	○	○	○	○		
2 - Practical Assessment - 0%	○	○	○	○	○	○		
3 - Report - 30%	○	○	○		○	○		

Textbooks and Resources

Textbooks

PMSC20013

Supplementary

Murtagh's general practice - companion handbook

Edition: 8th (2021)

Authors: John Murtagh

McGraw Hill Education

North Ryde , NSW , Australia

ISBN: 9781743768266

Binding: Paperback

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: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Kirsty Shearer Unit Coordinator

k.shearer@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
General assessment & management 1		

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
General assessment & management 2		

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Focused assessment & management - HEENT 1		

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Focused assessment & management - HEENT 2		

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Focused assessment & management -
cardiac & respiratory

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Focused assessment & management -
GIT/renal/endocrine

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Focused assessment & management -
integumentary/musculoskeletal

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Wound assessment & management

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Infection assessment & management
& immunity/immunisation

Reflective Case Studies Due: Week
9 Friday (13 Sept 2024) 11:45 pm
AEST

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Pharmacology - pain management

Week 11 - 23 Sep 2024

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

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
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RESIDENTIAL SCHOOL

Practical Assessment Due: Week 12
Saturday (5 Oct 2024) 5:00 pm AEST

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Report Due: Review/Exam Week
Friday (11 Oct 2024) 5:00 pm AEST

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Reflective Case Studies

Assessment Type

Written Assessment

Task Description

You are to select two (2) clinical cases you have personally been involved in during your current clinical practice with a primary care or low acuity perspective.

For each case, you are to write up a comprehensive reflective case study encompassing (but not limited to) the following components:

- Background – age, gender, clinical and social history.
- A review of patient presentation, including chief complaint.
- Physical assessment findings.
- In-depth review of medications (prescribed and over-the-counter).
- Treatment offered at the time of your attendance.
- Reflection upon and recommendation of potential alternate assessment and/or treatment interventions.
- Patient disposition (actual) versus potential alternate referral options (from a primary care/low acuity expanded scope of practice viewpoint).

While much of the information you present will be straightforward, reflecting on key areas of the cases is essential. For instance, while reviewing the medications – how do you think they correlate with the past medical history? Are there any overlapping medications? Are there any unnecessary ones? Were there any issues with patient compliance? When it comes to your treatment, in particular, you need to consider whether there may have been suitable alternatives to care that, given your new scope of practice, would have been more suitable for the patient's presentation. If you are introducing a new product or skill, support your justification with evidence from the literature. Finally, when reflecting on the patient's disposition, where did you take the patient, and may there have been suitable alternatives in light of your new knowledge?

Assessment Due Date

Week 9 Friday (13 Sept 2024) 11:45 pm AEST

Return Date to Students

Week 11 Friday (27 Sept 2024)

Weighting

70%

Minimum mark or grade

50%

Assessment Criteria

The expected word count is 3000 words per case study (6000 words total), excluding references. You will be assessed in accordance with the rubric provided on the unit Moodle page. Criteria include:

Overall presentation

- Organisation of presentation/layout.
- Writing mechanics.
- Word count.
- Referencing (in-text and reference list).

Content

- Thoroughness of history (background & patient presentation).
- Thoroughness of physical examination.
- Discussion of and reflection upon current pharmacology.
- Discussion of and reflection upon treatment administered.
- Recommendations regarding potential assessment/treatment interventions.
- Discussion of patient disposition.

This assessment is worth 70% of your overall mark for this unit.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Please save/upload your file in a Word format (.doc or .docx)

Learning Outcomes Assessed

- Formulate and critically evaluate management plans for patient care
- Integrate pharmacology into patient care as required
- Review a patient's medications to identify potential issues for referral to their primary healthcare provider.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

2 Practical assessment

Assessment Type

Practical Assessment

Task Description

During the compulsory residential school for this unit, you will need to complete a practical assessment to evaluate your procedural and declarative knowledge of the various assessments, skills and pharmacology learned throughout this unit. You will be assessed via a structured scenario involving comprehensive assessment and management of a patient presenting with a primary care or low acuity issue or issues.

Assessment Due Date

This assessment will occur on the final day of the compulsory residential school.

Return Date to Students

Feedback will be uploaded into the unit Moodle page within 2 weeks of completion of the compulsory residential school.

Weighting

Pass/Fail

Assessment Criteria

The practical assessment will be assessed in line with the rubric provided on the unit Moodle page. In the event of a critical error or fail grade on your first attempt, you will be allowed a second attempt. A critical error or fail grade on the second attempt will result in a fail for this assessment.

If a critical error occurs during your assessment, the assessment will immediately cease; no marks will be given, resulting in a failed attempt. Critical errors in this assessment will be classed as:

- Any action or inaction which causes immediate harm to yourself, partner, patient or bystanders.
- Failure to assess or address issues of the primary survey.
- Unsafe use of monitor/defibrillator.
- Unsafe drug administration.
- Unsafe work practices, or
- Incorrect treatment for patient presentation.

This assessment is a PASS/FAIL task.

In the absence of an approved extension, there will be no opportunity to complete this assessment after the compulsory residential school for this unit.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Offline

Learning Outcomes Assessed

- Demonstrate and document advanced clinical physical examination and assessment skills for the diagnosis of common chronic and low acuity disease states
- Formulate and critically evaluate management plans for patient care
- Implement advanced clinical treatment including procedural skills in the management of common chronic and low acuity disease states
- Integrate pharmacology into patient care as required

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills

- Research
- Self-management
- Ethical and Professional Responsibility

3 Report

Assessment Type

Report

Task Description

Following on from your practical assessment, you will be required to document a comprehensive case report (attendance record), outlining your patient assessment, management and discharge from your care. It should be written in an organised manner as though it is a document that you would send to the patient's general practitioner (GP).

This should encompass (but not be limited to) the following components:

- Background - age, gender, clinical & social history.
- A review of patient presentation, including chief complaint.
- Physical assessment findings.
- Review of medications (prescribed and over-the-counter).
- Treatment offered at the time of your attendance.
- Patient disposition including referral options (from a primary care/low acuity expanded scope of practice viewpoint).

A case report template and completed exemplar are provided on the unit Moodle page.

Assessment Due Date

Review/Exam Week Friday (11 Oct 2024) 5:00 pm AEST

Return Date to Students

Exam Week Friday (18 Oct 2024)

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

The case report should be succinct and be of no more than 1000 words. You will be assessed in accordance with the rubric provided on the unit Moodle page. Criteria include:

Overall presentation

- Organisation of presentation/layout.
- Writing mechanics.
- Word count.

Content

- Thoroughness of history (background & patient presentation).
- Thoroughness of physical examination.
- Discussion of current medications.
- Details of assessment/treatment interventions.
- Plan for patient disposition.

This assessment is worth 30% of the overall mark for this unit.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Please save/upload your file in a Word format (.doc or .docx)

Learning Outcomes Assessed

- Demonstrate and document advanced clinical physical examination and assessment skills for the diagnosis of common chronic and low acuity disease states
- Review a patient's medications to identify potential issues for referral to their primary healthcare provider.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility

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