



PMSC29003 *Critical Care Management in Trauma*

Term 2 - 2024

Profile information current as at 29/07/2024 03:35 pm

All details in this unit profile for PMSC29003 have been officially approved by CQUUniversity 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 will allow you to synthesise your knowledge of common traumatic and environmental emergencies, incorporating contemporary evidence-based knowledge into new critical care trauma treatment paradigms. In addition, you will be able to apply critical care paramedic skills and interventions to the management of traumatic and environmental emergencies and to exercise leadership and engage in teamwork within trauma management systems.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Co-requisites PMSC20002 Advanced Clinical Skills Application PMSC20005 Advanced Assessment, Diagnostic Interpretation and Management

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 6-credit Postgraduate 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. **Case Study**

Weighting: 50%

2. **Presentation**

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 Unit coordinator

Feedback

No actionable feedback was received by students through formal or informal avenues, but students appeared to benefit from the practical aspect of the residential schools.

Recommendation

Students must be reminded of the importance of feedback to ensure ongoing improvements in future iterations of the unit, practical scenarios will continue to form the foundation of the residential school.

Unit Learning Outcomes

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

1. Synthesise knowledge of common traumatic and environmental emergencies
2. Assess contemporary evidence for incorporation into new trauma treatment paradigms
3. Apply evidence-based knowledge in the management of trauma and environmental emergencies
4. Demonstrate advanced critical care paramedic skills and interventions in the management of traumatic and environmental emergencies
5. Exercise leadership and engage in teamwork within trauma management systems.

n/a

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 - Case Study - 50%	•	•	•		
2 - Presentation - 50%	•	•			
3 - Practical Assessment - 0%			•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○	○	○	○
2 - Communication	○		○	○	○

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Case Study - 50%	○	○	○	○	○	○	○	
2 - Presentation - 50%	○	○	○	○		○		
3 - Practical Assessment - 0%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

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

Raymond Gleeson Unit Coordinator
r.p.gleeson@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Clinical leadership, communication and decision making in trauma.		

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Key concepts in trauma		

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Advanced trauma assessment and triage		

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Head trauma		

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Spinal and nervous system trauma		

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Thoracic trauma		

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Abdominal and pelvic trauma		

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Extremity trauma and crush injury		

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Multi-system trauma		

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Burns		Case study Due: Week 10 Monday (16 Sept 2024) 5:00 pm AEST

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Residential school		Presentation Due: Week 11 Friday (27 Sept 2024) 5:00 pm AEST Practical Assessment Due: Week 11 Friday (27 Sept 2024) 5:00 pm AEST

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic

Environmental emergencies

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Case study

Assessment Type

Case Study

Task Description

In this case study assessment, you will be presented with a simulated case and asked to write an essay exploring the information provided and link this information to the patient presentation, pathophysiology, and possible treatment from a critical care perspective, with clinical reasoning.

Case Description

You are presented with a 40-year-old male patient post-motorcycle accident. The incident has occurred in a semi-rural setting and you are approximately 25 minutes away from a regional trauma centre. Upon arrival, it appears the patient has veered off the road striking a metal guard rail and is located 20 metres from the road down a moderately slanted gully.

You are a newly qualified Critical Care Paramedic working with a qualified Paramedic. No other ambulance resources are available, although police and fire personnel are adequate. A rotary wing asset with a medical officer is available; however, it will be approximately 45 minutes to your location (from the time of your first observations and situational report).

Observations are:

- GCS- 13 (E3, V4, M6) pupils equal and reactive at six
- Respiratory rate- 26 breaths per minute
- Pulse rate- Weak radial at 120 beats per minute
- Blood pressure- 90/50 mmHg
- ECG- Sinus Rhythm @ 120
- Skin- Pale and cool
- Oxygen saturation- 97% in atmospheric air
- Temperature- 35.4 degrees Celsius
- Blood glucose level- 7.1 mmol/L

Past medical history: Nil stated

Medications: Nil stated

The patient's estimated weight is 80 kg.

Physical examination reveals:

- No obvious external trauma to the head. Helmet intact with considerable scuffing
- Minor blood loss from the oral cavity, teeth intact
- Thorax intact with minor abrasions
- Diminished air entry to (L) side
- Abdomen soft upper with left upper quadrant tenderness (significant distress on palpation)
- The right lower limb is at greater than 90-degree angulation laterally with gross tissue destruction to the upper and lower muscle masses. There is no pedal pulse located on the limb
- Highly suspected long bone features to the left upper arm

You are to write an essay (word limit 2500 words) addressing the following components:

- Articulate your initial impression and provisional diagnosis based on the information provided.
- Discuss the pathophysiology and identify your treatment priorities.
- Discuss your planned treatment and how you anticipate your management will impact the patient's overall clinical picture.

Assessment Due Date

Week 10 Monday (16 Sept 2024) 5:00 pm AEST

Return Date to Students

Week 12 Monday (30 Sept 2024)

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

The case study will be assessed using the rubric provided on the unit Moodle page, covering the following areas:

- Presentation and layout – presentation of material, word count etc.
- Content-based on the set questions provided and the use of supportive evidence-based material
- Referencing – use of Harvard referencing, reference list
- Please save/upload your file in a Word format (.doc or .docx).

You must achieve a minimum mark of 50% to pass this assessment.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Synthesise knowledge of common traumatic and environmental emergencies
- Assess contemporary evidence for incorporation into new trauma treatment paradigms
- Apply evidence-based knowledge in the management of trauma and environmental emergencies

Graduate Attributes

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

2 Presentation

Assessment Type

Presentation

Task Description

During the compulsory residential school, you will be required to present a 'Grand Rounds' presentation regarding one trauma or environmental patient whom you have attended. This is an in-depth look at the patient from initial presentation through to delivery into tertiary care.

Your Grand Rounds presentation requires you to present a unique trauma or environmental case you have attended, exploring the experience from start to finish. Your PowerPoint and presentation itself will need to address the following key points:

1. Your PowerPoint presentation will detail:

- The initial case details (case type, scene information, mechanism of injury etc.)
- Chief complaint and history of presenting illness or injury
- Allergies, medications, past medical history, including social history
- Assessment (initial/general/focused), any diagnostic values obtained, and findings
- Impression, differential diagnoses and main diagnosis
- Overview of main diagnosis (i.e. pathophysiology, manifestations and how your patient fits the diagnosis)
- Epidemiology of the main diagnosis

- Management & treatment
- Your planned and actual treatment
- Note whether a critical care paramedic was involved in the case
- Reflect on whether you would now choose to do things differently as a process of continuous improvement (this is a crucial area that must be addressed)
- Further care needed in the hospital system (if known)
- Prognosis & outcome (if known)
- Your final thoughts on the case
- References

**** a hard copy of your PowerPoint will need to be submitted at the time of presentation****

2. Your ability to do a Questions and Answers (Q&A) session. Both students and assessors will ask you questions following your presentation.

You will be allocated 30 minutes to complete both your presentation and the Q&A session.

Assessment Due Date

Week 11 Friday (27 Sept 2024) 5:00 pm AEST

Return Date to Students

Week 12 Monday (30 Sept 2024)

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

Your 'Grand Rounds' presentation, PowerPoint and Q&A performance will be marked according to the criteria outlined in the rubric provided on the unit Moodle page, covering areas such as:

PowerPoint – structure, theme & layout, wording style & referencing, imagery & visual aspects

Presentation – case details, chief complaint, previous history, assessment of presenting condition, integration of diagnostics and main diagnosis; management and treatment; reflection; relevance and timing

Q&A – ability to appropriately answer questions in a timely manner

You must achieve a minimum mark of 50% to pass this assessment.

Referencing Style

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

Submission

Offline

Learning Outcomes Assessed

- Synthesise knowledge of common traumatic and environmental emergencies
- Assess contemporary evidence for incorporation into new trauma treatment paradigms

Graduate Attributes

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

3 Practical Assessment

Assessment Type

Practical Assessment

Task Description

During the compulsory residential school, you will individually complete a practical simulation assessment involving an authentic case of a traumatic or an environmental emergency.

The practical assessment will assess your ability to:

- Apply evidence-based knowledge in the management of trauma & environmental emergencies
- Demonstrate advanced critical care paramedic skills & interventions in the management of traumatic &

- environmental emergencies
- Communicate effectively & demonstrate leadership

Assessment Due Date

Week 11 Friday (27 Sept 2024) 5:00 pm AEST

Return Date to Students

Week 12 Monday (30 Sept 2024)

Weighting

Pass/Fail

Minimum mark or grade

Pass/Fail

Assessment Criteria

Your practical assessment will be marked according to the criteria outlined in the rubric provided on the unit Moodle page. You will be offered a maximum of two (2) attempts at this assessment.

This is a PASS/FAIL assessment task.

If a critical error occurs during your assessment the assessment will immediately cease, no marks will be awarded and it will result in a failed attempt.

Critical errors in this assessment will be classed as:

- An action that causes immediate harm to yourself, partner, patient or bystanders
- Unsafe use of the defibrillator/not recognising cardiac arrest (>1 minute delay in recognition)
- No or incomplete drug check
- Incorrect sharps disposal
- Performing a skill and/or procedure outside the scope of practice of a critical care paramedic (CCP).

Referencing Style

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

Submission

Offline

Learning Outcomes Assessed

- Apply evidence-based knowledge in the management of trauma and environmental emergencies
- Demonstrate advanced critical care paramedic skills and interventions in the management of traumatic and environmental emergencies
- Exercise leadership and engage in teamwork within trauma management systems.

Graduate Attributes

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

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