

## Course Outline

**Code: PAR202**

**Title: Medical Emergencies**

**School:** Nursing, Midwifery & Paramedicine  
**Teaching Session:** Semester 2  
**Year:** 2020  
**Course Coordinator:** Dr Nigel Barr, Email: nbarr@usc.edu.au  
**Course Moderator:** Dr Lisa Clegg, Email: lclegg@usc.edu.au

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

### 1. What is this course about?

#### 1.1 Description

This course will develop the knowledge, critical thinking and technical skills that underpin your ability to undertake assessment of the environment and patient/s, and initiate paramedic care for adult and paediatric patients. You will develop an understanding of primary health care and broader health systems that optimise patient outcomes in cases of medical emergency, such as stroke, diabetes or the acute abdomen. You will analyse the role of the paramedic in improving health outcomes.

#### 1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

#### 1.3 Course topics

- Neurological conditions & emergencies: 3 weeks
- Acute behavioural disturbance: 1 week
- Endocrine system conditions & emergencies: 1 week
- Gastroenterology conditions & emergencies: 3 weeks
- Genitourinary conditions & emergencies 1 week
- Haemic-immune conditions & emergencies 2 weeks
- Pain in palliative care & rheumatology: 1 week

### 2. What level is this course?

200 level Developing - Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd year of an undergraduate program

### 3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

<b>Specific Learning Outcomes</b> On successful completion of this course you should be able to:	<b>Assessment Tasks</b> You will be assessed on the learning outcome in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to you becoming:
Integrate knowledge, clinical decision making and technical skills required to provide safe and effective care for a patient with selected medical conditions across the lifespan	Task 1 Task 3	Empowered.
Demonstrate ethical approach to patient assessment, management and clinical skill application	Task 3	Ethical.
Describe the epidemiology of select medical conditions across the lifespan, factors that have influenced prevalence of disease and outcomes, and the paramedic's role in primary healthcare in the Australian community.	Task 1 Task 2	Knowledgeable.
Identify and evaluate the evidence used to develop paramedic clinical practice guidelines used to care for patients with medical emergencies.	Task 2 Task 3	Creative and critical thinkers.

#### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1 Enrolment restrictions

Students must be enrolled in SC395

##### 5.2 Pre-requisites

PAR211 and HLT221

##### 5.3 Co-requisites

Nil

##### 5.4 Anti-requisites

Nil

##### 5.5 Specific assumed prior knowledge and skills (where applicable)

N/A

#### 6. How am I going to be assessed?

##### 6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

## 6.2 Details of early feedback on progress

Each week, students will have the opportunity to gain formative feedback. In particular, tutors will provide formative feedback during simulation activities. Students will also participate in formative written examinations during several tutorials.

## 6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1A	Quiz/zes	Individual	Formative	N/A	Weeks 4, 6, 9 and 12	Online Assignment Submission
1B	Examination	Individual	40%	2 hours	Centrally scheduled examination period	Exam Venue
2A	Artefact - Technical and Scientific	Group	5%	250 words	Monday week 5 by 5pm	Online Assignment Submission
2B	Artefact - Technical and Scientific	Group	15%	Poster size A0	Monday week 8 by 5pm	Online Assignment Submission
3	Portfolio	Individual	40%	Clinical skill Stations & Scenario based clinical examination	Week 5-13 and Central examination period	In Class
			100%			

### Assessment Task 1A: Formative Quiz

<b>Goal:</b>	The aim of each test is to enable you to review and demonstrate key concepts covered during the semester.
<b>Product:</b>	Quiz/zes Choose a product.
<b>Format:</b>	Multiple choice questions.
<b>Criteria:</b>	Accurate discipline knowledge and ethical practice (Knowledgeable)

### Assessment Task 1B: Examination

<b>Goal:</b>	The aim the examination is to enable you to review and demonstrate key concepts covered during the semester.
<b>Product:</b>	Examination
<b>Format:</b>	Short answer and or multiple-choice questions.
<b>Criteria:</b>	Accurate discipline knowledge and ethical practice (Knowledgeable)

**Assessment Task 2A: Poster Abstract / Preliminary findings**

<b>Goal:</b>	To develop your knowledge of a specific issue drawn from the PAR202 content.
<b>Product:</b>	Artefact - Technical and Scientific
<b>Format:</b>	Preliminary findings submitted as per seminar requirement Standard scientific poster abstract format
<b>Criteria:</b>	Disciplinary theory and practice (Knowledgeable) Reflection on the relevance of the topic to paramedic practice (Empowered) Evidence base to support the presentation (Information Literacy) Referencing (Information Literacy) Genre and disciplinary conventions (Information Literacy)

**Assessment Task 2B: Poster and Seminar**

<b>Goal:</b>	To develop your knowledge of a specific issue drawn from the PAR202 content.
<b>Product:</b>	Artefact - Technical and Scientific
<b>Format:</b>	Standard scientific poster format Tables and figures – labelled and referenced Vancouver referencing style In class presentation
<b>Criteria:</b>	Disciplinary theory and practice (Knowledgeable) Reflection on the relevance of the topic to paramedic practice (Empowered) Evidence base to support the presentation (Information Literacy) Referencing (Information Literacy) Genre and disciplinary conventions (Information Literacy)

Assessment Task 3: Clinical skill stations and scenario based clinical examination <b>Goal:</b>	The aim of this task is to enable you to demonstrate key concepts of clinical decision making, communication and psychomotor skills covered during the semester
<b>Product:</b>	Portfolio
<b>Format:</b>	Skill stations and simulation based assessment
<b>Criteria:</b>	Technical skills Approach framework and initial treatment (Creative and Critical) Patient assessment and gathering evidence (Ethical) Evaluation of interventions (Creative and Critical) Crisis resources management (Creative and Critical) Competency of problem solving and technology use

**7. Directed study hours**

The directed study hours listed here are a portion of the workload for this course. A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

This course will be delivered via technology-enabled learning and teaching. All workshops and tutorials will remain in this mode for Semester 2, 2020. When Government guidelines allow, students will be advised when on campus laboratory sessions can resume.

Location:	Directed study hours for location:
USC Sunshine Coast	13 x 2-hour face-to-face technology-enabled workshop 4 x 2-hour face-to-face technology-enabled tutorials (weeks 1 to 4) 9 x 2-hour clinical practice laboratory-based tutorials (from week 5 subject to USC procedures and Government guidelines)

## 8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

### 8.1 Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
Curtis, K. & Ramsden, C.	2016	Emergency and trauma care for nurses and paramedics: 2e	Elsevier
Queensland Ambulance Service, Available online	2020	Field reference guide and clinical practice guidelines  <a href="https://www.ambulance.qld.gov.au/dtprotocols.html">https://www.ambulance.qld.gov.au/dtprotocols.html</a> ;  <a href="https://www.ambulance.qld.gov.au/CPGtable.html">https://www.ambulance.qld.gov.au/CPGtable.html</a>	Queensland Health, Qld
Porter, RS (Editor -In-Chief)	-	MSD Manual Professional Version <a href="https://www.msdmanuals.com/professional">https://www.msdmanuals.com/professional</a>	Merck & Co., Inc., Kenilworth, NJ, USA ( <i>known as MSD outside of the US and Canada</i> )

### 8.2 Specific requirements

N/A

## 9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2 Assessment: Additional requirements

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

### 10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

### 10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

### 10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment

- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC South Bank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)