

Module specification

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|--------------|--------------------------------------|
| Module Code | PAR502 |
| Module Title | Paramedic practice and the community |
| Level | 5 |
| Credit value | 20 |
| Faculty | Faculty of Social and Life Sciences |
| HECoS Code | 100749 |
| Cost Code | APA |

Programmes in which module to be offered

| Programme title | Is the module core or option for this programme |
|------------------------------|---|
| BSc (Hons) Paramedic Science | Core |

Pre-requisites

- All statutory and mandatory training stipulated by the practice-placement providers

Breakdown of module hours

| | |
|--|----------------|
| Learning and teaching hours | 30 hrs |
| Placement tutor support | 0 hrs |
| Supervised learning e.g. practical classes, workshops | 0 hrs |
| Project supervision (level 6 projects and dissertation modules only) | 0 hrs |
| Total active learning and teaching hours | 30 hrs |
| Placement / work-based learning | 100 hrs |
| Guided independent study | 70 hrs |
| Module duration (total hours) | 200 hrs |

| For office use only | |
|------------------------------|--------------|
| Initial approval date | 31/8/22 |
| With effect from date | September 22 |
| Date and details of revision | |

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|----------------------------|---|
| For office use only | |
| Version number | 1 |

Module aims

To investigate the variety of service users encountered in the emergency and urgent care setting and how to deliver the most appropriate person-centred care and health promotion that is adapted to their individual health and well-being needs.

Module Learning Outcomes - at the end of this module, students will be able to:

| | |
|---|---|
| 1 | Reflect on the importance of inclusivity, autonomy, culture, and diversity in healthcare |
| 2 | Explore the needs of different service user groups to promote a person-centred approach |
| 3 | Examine factors that influence health, wellbeing, and health promotion in emergency and urgent care |
| 4 | Determine the requirements for supporting, safeguarding and protection of individuals and groups |

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Formative Assessment:

The module's formative assessment and feedback opportunities will be outlined in the assessment strategy in the module handbook. Students will undertake formative assessments within the first four to six weeks of the module.

Student's learning will be observed during the teaching of the module with ongoing feedback during topical group discussions to improve their understanding. For both assignments there will be assessment workshops and an opportunity to submit an assignment plan to the module leader for review and feedback through tutorials.

Summative Assessment:

The summative assessment for this module will consist of two elements - an academic poster and a clinical reflection from your community-based practice placement.

Learner outcome 1 for this module will be assessed through a 1,500-word critical reflection of your experience during your community-based practice placement where you will evaluate the importance of inclusivity, autonomy, culture, and diversity in healthcare. This assignment will contribute to 25% of your overall grade for the module.

The academic poster will assess your understanding of learner outcomes 2 to 4 and will count towards the remaining 75% of your overall grade for the module. To address the learner outcomes, you should choose a service user group you have encountered during

clinical practice and relate the topics of the learner outcomes to inform the reader how to provide the best individualised care.

You will need to pass both summative assessments with a mark of 40% or above in each to receive a passing grade for the module. This is a core module and therefore an overall pass of the module is required for progression within the course. Your overall grade for the module will be the calculation of your marks for both assessments with their assigned weighting.

If you are unsuccessful at achieving a passing grade on your first attempt in either or both assessments, the standard resit opportunities are granted. You will only need to be reassessed for the failed assignment. After reassessment the overall grade for any resit assessments will be capped at 40% which will contribute to your overall grade for the module.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) |
|-------------------|-----------------------------|--------------------|---------------|
| 1 | 1 | Written Assignment | 25% |
| 2 | 2, 3 & 4 | Coursework | 75% |

Derogations

- Compensation of marginally failed modules is not permitted
- Condonement of failed modules is not permitted

Learning and Teaching Strategies

In this module we will explore the variety of service users you will encounter in the emergency and urgent care setting and how to deliver the most appropriate person-centred care. You will learn how to ensure that people's preferences, needs, and values guide clinical decisions, and how to provide care that is respectful of and responsive to them. You will also explore the paramedics role in health promotion and health changes and their responsibility to support and protect service users.

A blended learning approach, a balance between classroom elements and digitally enabled (online) activity, will be used during the delivery of this module. Face-to-face sessions and online educational materials, using the University's Virtual Learning Environment (VLE) – Moodle, will be combined to allow more flexibility over the time, place, and pace of your study.

There will be directed pre-session materials that will prepare you for the synchronous learning that takes place in real time in the form of tutorials, seminars, or workshops. Post-session learning materials, such as additional reading, worksheets, and quizzes, will be provided to amalgamate and further your understanding of the topics covered. Students have a responsibility to manage and engage with the asynchronous learning course materials (video clips, recorded lectures, forums, readings, and quizzes) available on Moodle - which can be accessed whenever.

Face-to-face sessions – or synchronous learning - will allow students to develop their understanding of a topic through further discussions and tutor-led problem-based tasks and other learning activities. Teaching will be delivered through seminar style sessions incorporating group and project work.

Indicative Syllabus Outline

- Philosophy, ethics, and law in paramedic practice
- Equality, diversity, inclusivity, and non-discrimination
- Biopsychosocial model
- Cognitive, emotional, and social human development
- Person-centred care
- Autonomy and best interests
- Health psychology
- Culture and cultural competence
- Communication adapted for age, language, capacity, learning ability and physical ability
- Behavioural factors and change in health and illness
- Sociology of health
- Social determinants and inequality of health
- Safeguarding children and adults
- Palliative and End of Life Care
- Mental health and wellbeing
- Nutrition in health and illness
- Safety netting, referrals, and alternative care pathways
- Key public health priorities
- National and local health demographics
- Health education and promotion
- Making every contact count
- Influencing, motivating, and inspiring others
- Unique needs of various service user groups:
 - Adults
 - Children
 - Learning disabilities
 - Long term conditions
 - Obstetrics and gynaecology
 - Mental Health
 - Older adults

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

- Pollak, Andrew N. *Community Health Paramedicine, UK Student Edition*. Burlington, Massachusetts: Jones & Bartlett Learning, 2018

Other indicative reading

- Blackmore, Tania. *Palliative and End of Life Care for Paramedics*. Bridgwater: Class Professional Publishing, 2020
- Eaton, Georgette. *Law and Ethics for Paramedics: An Essential Guide*. Bridgwater: Class Publishing, 2019
- Fuchs, Susan, and Bruce L. Klein. *Paediatric Education for Prehospital Professionals*. Revised third edition. Burlington, MA: Jones & Bartlett Learning, 2019
- Roberts, Louise, Hains David. *Mental Health and Mental Illness in Paramedic Practice*. Elsevier. 2021
- Rolfe, Ursula. *Mental Health Care in Paramedic Practice*. Bridgwater: Class Professional Publishing, 2021
- Snyder, David R. *Geriatric Education for Emergency Medical Services: (GEMS)*. Second edition. Burlington, Massachusetts: Jones & Bartlett Learning, 2016

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Creative
Ethical

Key Attitudes

Curiosity
Adaptability

Practical Skillsets

Digital Fluency
Leadership and Team working
Emotional Intelligence
Communication