

## Module specification

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Module Code	PAR504
Module Title	Expanded paramedic assessment and management
Level	5
Credit value	40
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

*None*

## Breakdown of module hours

Learning and teaching hours	60 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	30 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>90 hrs</b>
Placement / work-based learning	0 hrs
Guided independent study	310 hrs
<b>Module duration (total hours)</b>	<b>400 hrs</b>

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

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Version number	1

## Module aims

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To further develop the assessment and management of medical, traumatic and well-being conditions encountered in the emergency and urgent care setting with enhanced holistic clinical examination, treatment, and managing skills.

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

1	Demonstrate advanced clinical assessment and examination skills safely and effectively
2	Integrate advanced treatment and interventions safely into person-centred care
3	Apply current guidelines and evidence-based practice to treatment and management plans
4	Use effective clinical judgement to choose appropriate differential diagnoses and management plans

## Assessment

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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:

Clinical simulations, skill stations and scenarios will be used throughout the delivery of this module and students will have the ability to practice all the competences taught. During these, self-assessed and tutor assessed proficiently checklists will be used and tutor feedback during scenarios will provide comment on student performance and development. Working in small groups during clinical scenarios will allow for the sharing of peer observations and feedback.

### Summative assessment:

The summative element of this module will involve two clinical skill stations and two Objective Structured Clinical Examinations (OSCE). Each skill station will be ten minutes in duration and will focus on one clinical skill in isolation. The OSCEs will assess your performance and competence in skills such as communication, clinical examination, medical procedures, clinical decision making and condition management. Each OSCE station will be fifteen minutes in duration and will focus on a clinical presentation of a condition that can be encountered in the emergency and urgent care setting. A list of the possible skills and scenarios assessed will be provided but they can be any medical, trauma or wellbeing conditions taught within the module and across the life span. Each station will be scored and the combined score for all stations will determine the overall grade for the module. Students will need to demonstrate safety and competency and pass each station to achieve an overall 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. The combined score for the stations has a 100% weighting and therefore the average mark you achieve in these will be the overall grade for the module.

If a student is unsuccessful in any of the assessed stations, they only need to reattempt that station and the standard resit opportunities are allowed.

If you are unsuccessful and need to repeat a station it will be capped at 40% which will then contribute to the calculation of the overall grade for the module. If you are unsuccessful in more than one station at either the assessment or reassessment attempt, then the overall grade for the module will be capped at 40%.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3 & 4	OSCE	100%

## Derogations

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

## Learning and Teaching Strategies

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This module further develops your assessment and management of service users across all the age ranges and conditions expected in an emergency and urgent care setting. You will expand your assessment, treatment, and management skills of medical, trauma and well-being conditions encountered in the out-of-hospital environment. On completion of this module, you will possess all the clinical skills expected within the scope of practice of a paramedic.

Your learning is based on a spiral curriculum where the focus of teaching in this module expands on the underpinning knowledge and skills you acquired for initial assessment and management of service users. Further assessment and management knowledge and skills at a more sophisticated level will be introduced, and previous principles reinforced, as you progress through the module.

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 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. Learners have a responsibility to manage and engage with the asynchronous learning course materials (video clips, recorded lectures, forums, readings, and quizzes) available on Moodle.

Face-to-face sessions – or synchronous learning - will be delivered through seminar style sessions incorporating group work and practical simulated activities such as skill stations and service user clinical scenarios. Teaching will involve discussion, demonstration, and practice of the clinical skills using realistic clinical simulation equipment.

Clinical simulation is a way to replicate real-world healthcare scenarios in an environment which is safe for education and experimentation purposes. Learners can treat real-life clinical scenarios while receiving in-classroom instruction and have the freedom to make mistakes and learn from them.

During practice-based teaching, learners may be requested to be involved in clinical and practical activities which may include role play, biomechanical assessments, patient positioning and practicing clinical techniques.

## Indicative Syllabus Outline

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- Patient assessment and examination across the life span
- Systematic approach
- Models of patient assessment
- System focused health history taking
- Enhanced systems clinical examination
- Interpretation of clinical features and data
- Advanced clinical needle skills
- Advanced airway skills
- Pain management
- Electrocardiograms
- Schedule 17 Medicines – the Human Regulations Act 2012
- Advanced life support across the life span
- Assessment and management of medical conditions
- Assessment and management of trauma conditions
- Safety netting, referrals, discharge, and alternative care pathways
- Differential diagnoses and formulation of treatment plans
- Clinical reasoning and decision-making
- Assessment and management at the End of Life
- Assessment and management of mental health conditions
- Assessment and management of obstetric and gynaecological presentations

## Indicative Bibliography:

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

### Essential Reads

- Executives, A. of A. C. & Committee, J.R.C.A.L. (2019) *JRCALC Clinical Guidelines* 2019. Bridgwater: Class Publishing

### Other indicative reading

- Greaves, I. & Porter, K. M. (2021) *The trauma care pre-hospital manual. 3rd Edition.* Boca Raton, FL: CRC Press.
- Joint Royal Colleges Ambulance Liaison Committee. (2018) *Emergency birth in the community.* Bridgwater: Class Professional Publishing.

- Soar, J. & Clarke, A. B. (2021) *Advanced life support*. 8th edition. London: Resuscitation Council UK.
- National Association of Emergency Medical Technicians. (2019) *PHTLS: prehospital trauma life support*. Ninth edition. Burlington: Jones & Bartlett Learning.
- National Association of Emergency Medical Technicians. (2019) *Advanced medical life support: an assessment-based approach*. Second edition. Burlington, MA: Jones & Bartlett Learning.
- Williams, B. et al. (2020) *Paramedic principles and practice: a clinical reasoning approach*. Second edition. Amsterdam: Elsevier.

## **Employability skills – the Glyndŵr Graduate**

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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

### **Key Attitudes**

Curiosity

Confidence

Adaptability

### **Practical Skillsets**

Leadership and Team working

Critical Thinking

Communication