

University of the West of Scotland

Module Descriptor

Session: 2022/23

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Status: Published

Title of Module: Fundamentals of Paramedic Practice

Code: PARA07006	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Kristopher McLean		

Summary of Module

This module introduces the Paramedic Learner to the concept of developing their professional identity as a Paramedic, reflecting upon their role and the concept of professional practice.

Key concepts of Law, Ethics and professional regulation are explored in the context of providing person-centred, holistic care and self-aware, reflective practice. Biological, behavioural, cognitive, humanistic and socio-cultural models of mental health will be examined

Psychological and Sociological factors influencing the development of self and society and its impact upon physical and mental health are explored encouraging the learner to study the individual and communities both subjectively through reflection and the use of narrative and objectively through examination of data.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
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Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2		Term 3	
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Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Outline the main sociological and psychological theories in relation to the understanding of human development and mental well being.
- L2. Demonstrate foundational knowledge of mental health and illness based on relevant theories.
- L3. Demonstrate a knowledge and understanding of the law, ethics, and professional regulation as applied to Paramedic Practice
- L4. Demonstrate understanding of the demands and impacts of professional practice on self and sources of support to manage development and resilience.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 7.</p> <p>Understanding the development of psychology and sociology as disciplines.</p> <p>Understanding different models and approaches used to explore human behaviour (behavioural, cognitive, psychodynamic, humanistic models).</p> <p>Developmental psychology including social and emotional development and personality development.</p> <p>Understanding sociological concepts including social stratification, role theory, deviance, and stigma.</p> <p>The role of art and literature in understanding personhood.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 7.</p> <p>Applying key sociological and psychological theories to an understanding of one's own identity and personality development.</p> <p>Developing self-awareness and reflective skills to enhance personal development.</p> <p>Demonstrating empathic responses to promote therapeutic relationships and the therapeutic use of self.</p>
Generic Cognitive skills	<p>SCQF Level 7.</p> <p>Developing skills of self-awareness and reflection to clarify personal values and beliefs that may affect care.</p> <p>Developing self-confidence and self-awareness of strengths to be able to enhance the therapeutic relationship.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 7.</p>

	<p>Presenting and evaluating the information and ideas discussed within the module to a variety of audiences and in a range of settings.</p> <p>Understanding numerical and graphical information when examining evidence.</p> <p>Developing IT skills to support learning and professional practice.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 7.</p> <p>Exercising autonomy, initiative and accountability in relation to personal and professional development.</p> <p>Take responsibility for the evaluation of the work of self and others in defined areas of work and provide constructive feedback to colleagues.</p> <p>Demonstrating knowledge of a range of professional, ethical and legal considerations which inform professional practice.</p> <p>Work collaboratively and cooperatively with a range of people to examine self and others.</p>

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>A variety of learning and teaching methods will be used to facilitate achievement of the learning outcomes. Recorded lectures introduce students to key concepts and open up key areas for further exploration and development. Learning is enhanced through the use of self-reflection, peer evaluation and role rehearsal supported by simulation technology where appropriate. Extensive and structured e-learning activities will enable students to prepare for practice and develop their critical understanding. Group-work will be an important aspect of the workshops where paramedic students will work together in a safe and supported environment to rehearse the skills required of this specific professional group.</p> <p>In addition, students will be required to carry out independent learning The learning and teaching strategies on this module contribute to the development of UWS graduate attributes:</p> <ul style="list-style-type: none"> • Universal: Ethically minded, research-minded, collaborative • Work-ready: Knowledgeable, motivated • Successful: Creative, driven 	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	8
Tutorial/Synchronous Support Activity	16
Asynchronous Class Activity	12
Personal Development Plan	10
Independent Study	154
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning

outcomes:

Blaber, A. (2018) Foundations for Paramedic Practice: A theoretical perspective, Third Edition: A theoretical perspective. Open University Press

Eaton, G. (2019) Law and Ethics for Paramedics: An Essential Guide. Class Professional Publishing

McCormack, B. (2021) Fundamentals of Person-Centered Healthcare Practice: A Guide for Healthcare Students. Wiley-Blackwell

HCPC (2018) Standards of Conduct, performance & Ethics. [ONLINE] <https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/>

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Attendance at synchronous sessions (lectures, workshops, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Health L7-11
Moderator	Mathilde Polonceaux
External Examiner	M Willis
Accreditation Details	Health & Care Professions Council
Changes/Version Number	1.03

Assessment: (also refer to Assessment Outcomes Grids below)

Group presentation on a topic or concept from the module outlining its relevance to Paramedic Practice (40%)

Reflective Account based upon Practice-Based Education Experience (60%)

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓	✓	✓		40	0.5

Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay		✓	✓	✓	60	0
Combined Total For All Components					100%	0.5 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper. Please refer to the UWS Equality and Diversity Policy at the following link: [UWS Equality and Diversity Policy](#)

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(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)