

Session: 2022/23

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Title of Module: Patient Assessment & Clinical Decision Making			
Code: PARA08001	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 60	ECTS: 30 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	William Hendry		
Summary of Module			
<p>This Paramedic learner specific module combines interactive clinical skills, lectures, tutorial and workshops. It will provide learners with a more detailed understanding of the profession, its regulatory and professional bodies, relevant contemporary legislation and policies, as well as enhanced knowledge of key principles and concepts that underpin Paramedic practice. It will also provide an opportunity to further develop clinical skills which support the provision of emergency and/or first responder care to a range medical and trauma conditions, including respiratory and cardiac emergencies in pre-hospital and out-of-hospital settings.</p> <p>Skill development will focus on assessment, diagnosis and differential diagnosis to support the management of out-of-hospital emergencies. Also, team working with a range of services. The teaching and learning associated with this will be encompassed across a range of settings, including classroom, clinical simulation and practice settings.</p> <p>The module includes up to 640 hours of ambulance and non-ambulance placement experience, and supports the student to continue development of knowledge skills and understanding required of a Paramedic, and to demonstrate ongoing achievement of standards of proficiency. Placements will be within Lanarkshire, Ayrshire & Arran, or Dumfries & Galloway.</p>			

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:
			✓			
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1	✓	Term 2	✓	Term 3	✓	

Learning Outcomes: (maximum of 5 statements)	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Apply knowledge and understanding of the pathophysiology and pharmacological interventions relevant to medical and trauma emergencies across the human lifespan.</p> <p>L2. Demonstrate clinical assessment and reasoning to formulate diagnosis, differential diagnosis and emergency pre-hospital and out of hospital care requirement, to meet the needs of service users and carers.</p> <p>L3. Critically analyse how inter-professional, intra-agency teams work when managing out-of-hospital emergencies</p> <p>L4. Maintain the legal and professional standards regarding, confidentiality, data protection, safeguarding, record keeping and auditing.</p> <p>L5. Demonstrate evidence of ongoing achievement of professional standards and proficiencies.</p>	
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 8.</p> <p>Appreciation of the body of knowledge that underpins the science of paramedic practice.</p> <p>Awareness of the paramedic practice skills associated with immediate life-saving interventions.</p> <p>Understanding of how clinical assessment and reasoning skills influence the outcomes of care delivery.</p> <p>Awareness of their own values and beliefs and understanding of how they influence delivery of paramedic practice.</p> <p>Understanding of the impact of stigma around some clinical presentations.</p> <p>Understanding the principles and implications of the relevant professional regulatory codes of practice</p> <p>Understanding of the values underpinning the delivery of safe and effective practice.</p>

<p>Practice: Applied Knowledge and Understanding</p>	<p>SCQF Level 8. Appreciate the need for delivery of compassionate, evidence based care with people from diverse population who may be experiencing a degree of vulnerability.</p> <p>Engagement in the delivery of compassionate care involving the practical application of knowledge, skills and professional values.</p> <p>Delivering compassionate, values and evidence based paramedic practice within care delivery situations that are planned and unplanned.</p>
<p>Generic Cognitive skills</p>	<p>SCQF Level 8. Present and evaluate arguments, information and ideas that are routine to the delivery of values based paramedic practice Apply values based clinical decision making to address defined and/or routine problems and issues within routine paramedic practice.</p> <p>Use appropriate search strategies to review literature that explores the influences, nature and impact of values based care delivery in paramedic practice.</p>
<p>Communication, ICT and Numeracy Skills</p>	<p>SCQF Level 8. Use a wide range of routine skills and some advanced skills associated with the delivery of safe and effective care.</p> <p>Understand the requirement for compassion when delivering, or preparing to deliver common healthcare techniques.</p> <p>Sensitively record the assessment, planning and evaluation of care using the placement providers, frameworks, processes, equipment and programmes.</p> <p>Use a range of methods to communicate health related concepts effectively to people, their families, carers and professionals.</p> <p>Use a range of digital resources to enhance learning.</p>
<p>Autonomy, Accountability and Working with others</p>	<p>SCQF Level 8. Exercise some initiative and independence in carrying out essential care tasks and do this through values based compassionate care delivery.</p> <p>Use resources in a respectful and considerate manner.</p> <p>Take the lead in implementing agreed plans in familiar or defined contexts.</p> <p>Take account of own and others' roles and responsibilities when carrying out and evaluating tasks.</p> <p>Demonstrate the ability to work within professional, legal and ethical frameworks underpinning paramedic practice.</p> <p>Practice under supervision and, when appropriate, demonstrate the ability to show initiative in specific areas of care whilst recognising their limitations.</p> <p>Work, under guidance, with others to acquire an understanding of current professional practice.</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>Teaching on this module combines interactive clinical skills, lectures, tutorial and workshops, to support learners to develop knowledge skills and understanding of the fundamental skills associated with Paramedic practice across a range of settings, including classroom, clinical simulation and practice based education experiences.</p> <p>The module will adopt a small group/ tutorial based approach whereby learners are encouraged to work in small groups to develop their skills facilitated by the use of self, peer and professional review. Learners will be encouraged to identify and address their own learning needs, appropriate to that of the level of Minimally Supervised practice, making use of the range of supports that are available, both within the programme and in the wider University.</p> <p>The learning and teaching strategies on this module contribute to the development of UWS graduate attributes:</p> <ul style="list-style-type: none"> • Universal: Critical thinker, collaborative, socially responsible • Work-ready: Knowledgeable, problem solver, ambitious • Successful: Resilient, driven, daring <p>Module hours exceed the normal as the module includes a practice based education component. The placement hours indicated are a maximum.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	20
Tutorial/Synchronous Support Activity	20
Laboratory/Practical Demonstration/Workshop	30
Asynchronous Class Activity	30
Independent Study	160
Work Based Learning/Placement	640
	900 Hours Total
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p>	

Blaber, A.; Harris, G. (2016) Assessment Skills for Paramedics. 2nd Edition. Milton Keynes: Open University Press

Association of Ambulance Chief Executives; Joint Royal Colleges Ambulance Liaison Committee. (2019) JRCALC Clinical Guidelines 2019. Bridgewater: Class Professional Publishing

Innes, J.; Dover, AR. (2018) Macleod's Clinical Examination. 14th edition. London. Elsevier.

Gregory, P.; Mursell, I. (2010) Manual of Clinical Paramedic Procedures. 1st edition. Oxford: Wiley-Blackwell.

NAEMT (2018) PHTLS: PreHospital Trauma Life Support UK Version. 9th Edition Janes and Bartlett.

Class Professional Publishing (2021) JRCALC Plus App inc. SAS Guidelines v1.2.17 [Mobile Application Software]

JESIP (ND) JESIP Working Together - Saving Lives. Joint Emergency Services Interoperability Principles [Mobile Application Software]

Rutherford, G. (2020) Human factors in Paramedic Practice. Bridgewater: Class professional Publishing

(**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 (module tutorials and supervisor meetings/tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module. This module requires you to attend the placement provider 640 hours which normally equates to 5 working day/week for 16 weeks.

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Health L7-11
Moderator	Scott Alexander MacKenzie
External Examiner	M Willis
Accreditation Details	HPCPC
Version Number	2.02

Assessment: (also refer to Assessment Outcomes Grids below)
<p>Observed Structured Clinical Examination (80%) Application of Technical and Non-Technical skills and Demonstration of Knowledge and Understanding of the theoretical principles underpinning Paramedic practice.</p> <p>The OSCE comprises of multiple stations where the learner is required to demonstrate skills and/or undertake an appropriate assessment and management of a simulated patient to the level of DEVELOPING.</p> <p>An examiner will question the learner on the skills demonstrated or the scenario encountered to assess the learners underpinning knowledge and understanding of the theory and science related to Paramedic Practice.</p>
<p>Practice Assessment Document (0%) Satisfactory completion of the Elements of Practice, Learning Contracts, and Reflections on Practice within the Practice Assessment Document (PAD) demonstrate an ongoing achievement of knowledge and skills contributing to the HCPC (2014) Standards of Proficiency for Paramedics.</p> <p>This is assessed in the Practice Based Education Experience setting by an approved Practice Educator and signed off by the Programme Leader.</p> <p>This is a PASS/FAIL component that must be passed. In this Level 7 module 80% of the Elements of Practice must be successfully demonstrated at DEVELOPING level in order to PASS. Where the learner fails to achieve this, a Development Action Plan will be co-developed with the learner to support the development of their knowledge and skills to meet the required standard.</p>
<p>Group Assignment (20%) Utilising appropriate Information Technology (Group wiki / Blog /etc) Learners will work in small groups and critically analyse the role of inter-professional teams in responding to out-of-hospital emergencies. This may include an evaluation of a real life incident or hypothetical scenario from the perspective of various responders giving consideration to human factors/ non-technical skills and the patient/carers experience. Learners will receive a group mark which will include a self and peer evaluation element.</p>
<p>(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.)</p>

Assessment Outcome Grids (Footnote A.)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Objective Structured Clinical Examinations (OSCEs)	✓	✓		✓	✓	80	2

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	✓	✓	✓	✓	✓	0	0
Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Demonstrations/ Poster presentations/ Exhibitions			✓		✓	20	0
Combined Total For All Components						100%	2 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](#)

Completion of this module requires the student to participate in an extended placement with a placement provider which will include physical and clinical activities in order to demonstrate ongoing development to meet the HCPC (2014) Standards of Proficiency. This requires Occupational Health assessment prior to entry to the programme and regular self-declaration of fitness to practice. Placements on this module will require the student to obtain a satisfactory Disclosure Scotland report before they can be assigned a placement.

[UWS Equality and Diversity Policy](#)

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