

Module descriptor**Year One- BSc Paramedic Science**

Module prefix		HCR - (Health Care)		
Module title:		Paramedic Science 1		
FHEQ level:		4		
Module Leader:		Hayley Ward		
Other contributors:		Paramedic Programme Team		
Number of credits:		120		
Number of ECTS credits:		60		
HESCOS Code:		100749		
Module availability:		Year Long		
Overall student workload:				
Workshop Hours:		0		
Clinical Placement Hours:		642.5		
Independent Study Hours:		250		
Lecture Hours:		0		
Seminar Hours:		250		
Tutorial Hours:		30		
Laboratory Hours:		0		
Practical/Performance Hours:		100		
Student Cap:		80		
Date of production:		19/10/2020		
Assessment pattern:				
Assessment Name		Assessment Type	Weighting % or Pass/Fail	Credit value
Annotated Bibliography		Coursework	100%	30
Case Study Part 1		Coursework	100%	15
Case Study Part 2		Coursework	100%	15
OSCE multi station / VIVA		Oral Type Examination	50%	60
Practice Assessment Document (Yearlong)		Pass/Fail Professional Competencies	Pass/fail	
Written Clinical Account		Coursework	Pass/Fail 50%	
Formative Assessments:				
<ul style="list-style-type: none">• Case Study A&P care (500 words)• Annotated bibliography (500 words)• Case Study communication & decision making (500 words)• OSCE• X6 Safe Medicate – year long				
Alternative assessment:				
None				
Pre-requisite/co-requisites:				
NA				
Module overview:				
<p>This module is a year-long module for Paramedic Science that integrates theory and practice within university learning blocks and placement learning blocks, sitting alongside and integrating with the three nursing disciplines. It offers a sequential learning experience that enables students to build and develop knowledge skills and behaviours required to deliver evidence-based person-centered care. This will enable the students to start demonstrating professional values, understanding how dignity and respect influence patient interaction in accordance with their code of conduct. It will introduce them to a range of assessment skills within a simulated environment utilising health care equipment and will enable them to explore team working and problem-solving skills using effective professional communication using series of dynamic learning experiences.</p> <p>Paramedic Science students will experience interprofessional learning together with midwifery and all three-nursing field undergraduate students. Throughout the year with distinctive, weekly opportunities in the theory blocks for students to develop professional identity and allow further focus on field specific elements of the programme.</p>				

Module aims:					
<p>To introduce and engage students with a range of learning experiences using simulation, research and evidence within the context of professional practice. There will be a focus on person centred holistic care, and an introduction to public health and health promotion across the lifespan. By utilising the experiences of service users', students will be prepared to consider the emotional, physical and psychological needs of people; acknowledging diversity within the population. Support students in developing an understanding of the underpinning physical and psychosocial concepts which promote health and wellbeing within a range of social and healthcare contexts. Enable students to develop an understanding of normal physiology and body functioning to inform assessment and decision making (including pharmacology and medications management).</p> <p>Develop students to understanding of the relationship between research and evidence-based practice by exploring what research is and where knowledge comes from. This will enable students to understand the role evidence plays within and construction of evidence-based practice in the context of health, care and well-being.</p>					
Learning outcomes:					
Learning Outcome	K	C	P	T	Optional Ref
1. Explore the importance of holistic care and assessment promoting individuals' rights, dignity, interests, preferences, beliefs and cultures; to develop an understanding of human identity using a person-centered approach.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Develop an understanding of personal and professional values and behaviour in accordance with relevant professional codes.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
3. Demonstrate an understanding of effective communication skills including overcoming barriers and the use of strategies to support the practitioner's approach in practice.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
4. Develop an awareness of how an individual's health is affected by their psychological wellbeing, economic and social/ cultural circumstances.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Identify principles and concepts of legal and ethical frameworks and policy to inform professional care delivery, research and evidence-based practice, including moral and ethical dilemmas.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6. Apply an understanding of normal physiology and body functioning to inform assessment, decision making and interventions (including pharmacology and medications management).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7. Effectively retrieve information and discuss the importance of evidence to inform practice, identify the differing values of evidence and the importance of recognising 'uncertainty' in evidence	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8. Consider the purpose of research and how it contributes to improving health and wellbeing; by developing an understanding of the different types of research and the terminology used within qualitative and quantitative approaches.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9. Demonstrate ability in a range of clinical skills in simulated and clinical environments utilising health care technology.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
10. Develop effective team working incorporating safe and professional communication; acknowledging the challenges and importance of inter professional and interagency working when delivering care across the lifespan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
11. Develop an understanding of the need rationale for, an evidence base to underpin decision-making and problem-solving in practice.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
12. Identify the principles of risk assessment in maintaining and promoting patient safety.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13. Demonstrate an understanding of public health and wellbeing, and public health priorities for different individuals, groups and communities and develop communication and strategies to promote health.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Key: C-Cognitive/Analytical; K-Subject Knowledge; T-Transferable Skills; P- Professional/ Practical skills					

Module content:
<ul style="list-style-type: none"> • The structure and functions of the body systems • Key concepts of anatomy and physiology of human body • Understanding of physiological measurements in clinical practice • Physical assessment (A-E) • Holistic assessment in relation to one's own practice • Team working, and problem-solving skills • Safe and effective professional communication • Inter professional and interagency working • Evidence base underpinning clinical decision-making and clinical practice • Risk assessment and the role it plays in maintaining patient safety • Safeguarding Vulnerable People • Professional Codes of Conduct • Professional values, dignity and respect • Theories and Philosophies of Caring & caring in the professional context • Health Care Ethics Part 1 • Ethical issues associated with health promotion • The Service Users' Perspective • Management of Stress • Introduction to Research & Evidence Based Practice • Literature Searching • Health promotion across the lifespan • The Principles and Priorities of Public Health including current legislation and policy in relation to identified areas of health need and inequalities • The social determinates of health, illness and health inequalities • Health Promotion and behaviour change • Motivation and empowerment tools and strategies in relation behaviour change models • Introduction to end of life care
Methods of teaching/learning:
<p>The <u>learning and teaching</u> strategy are designed to:</p> <p>This module provides a sequential and integrated learning experience using theory and practice, by a spiraling of content that supports student development. A scaffolding of fundamental skills and professional practice which are developed using simulation in semester 1 & 2 and then within placement learning blocks.</p> <p>The underpinning theory draws on Dewey, Bruner, Watson and Schön, integrating patient centered experiential learning, reinforced by repetition, theory and reflection. The simulated practice includes but is not defined by clinical skills/proficiencies; instead it incorporates the learning of assessment and associated skills into holistic scenarios of varying complexity.</p> <ul style="list-style-type: none"> • Simulation • Lectures • Seminars • Online – self-test / additional learning materials / discussion boards / student forums/ MOOC • Classroom discussions • Student-led seminars • Lectures • Problem based learning • Case studies / scenarios • Experiential learning • Practice placement experience
Assessment strategy:
<p>The <u>assessment strategy</u> is designed to provide students with the opportunity demonstrate an understanding of person-centered care, communication and assessment skills. Demonstrate an understanding of the underpinning physical and psychosocial concepts which promote health and wellbeing within a range of social and healthcare contexts. Demonstrate the ability to consider evidence for practice.</p> <p>This will be alongside the practice-based proficiencies, within the practice assessment document to achieve the criteria set by the Health and Care Professions Council (HCPC) Standards of Proficiency (2016) and College of Paramedics Curriculum Guidance 5th Edition (2019).</p> <p>Thus, the <u>summative assessment</u> for this module consists of:</p> <ul style="list-style-type: none"> • Summative 1 Annotated Bibliography 3000 words

<ul style="list-style-type: none">• Summative 2 Case Study part 1 1500 words• Summative 3 Case Study part 2 1500 words• Summative 4 OSCE (10 multi-station)<ul style="list-style-type: none">○ Medicine management (6 rights)○ Assessment A-E○ Field specific○ Infection control○ Communication• Summative 5 Practice Portfolio Year Long• Summative 6. Safe Medicate Exam• Summative 7 Written clinical account: 1000 words <p>Formative assessment: compulsory elements</p> <ul style="list-style-type: none">• Formative feedback will be provided via surrey learn:• Case Study A&P care (500words)• Annotated bibliography (500 words)• Case Study communication & DM (500 words)• Viva/OSCE• Safe Medicate – x6 (yearlong) <p>Additional formative activities</p> <ul style="list-style-type: none">• Self-tests<ul style="list-style-type: none">○ Safe medicate○ Anatomy & physiology• Think out loud activity- decisions in practice• Simulation with actors (communication)• Reflective learning journal <p>Feedback Mechanisms</p> <ul style="list-style-type: none">• Continuous feedback from teaching fellows & actors within university learning blocks• Peer feedback within university learning blocks (simulation and theory)• Continuous feedback from practice whilst on placement learning blocks• Online feedback• Tutorials
Other Information:
None
Additional Costs:
Included in the fees.