

Graduate Diploma of Paramedicine

These inherent requirements apply to the graduate Diploma of Paramedicine course and have been developed to ensure that all students understand the expectations required by Federation University and the Paramedicine Board of Australia.

Introduction

The Graduate Diploma of Paramedicine at Federation University will need to meet the requirements of the professional body to register to work in this profession. Students should be familiar with the requirements set out by the following accrediting bodies and Standards, which may impact their progression throughout their studies and in entering the profession:

- <https://www.paramedicineboard.gov.au/>
- <https://www.ahpra.gov.au/registration/student-registrations.aspx>

The inherent requirements should be read in conjunction with other course information as well as the Paramedicine Board of Australia (PBA) publications:

- <https://www.paramedicineboard.gov.au/Professional-standards/Codes-guidelines-and-policies/Code-of-conduct.aspx>
- <https://www.paramedicineboard.gov.au/Professional-standards/Codes-guidelines-and-policies/Guidelines-for-mandatory-notifications.aspx>
- <https://www.paramedicineboard.gov.au/Professional-standards/Registration-standards.aspx>

How to read the inherent requirement statements

A series of inherent requirement statements have been developed that are specific to this course. To be successful in your studies all course requirements need to be met, which includes the academic/ theoretical content and practical application (industry placement). The requirements ensure students understand what is expected of them to complete their studies and therefore make an informed decision about their chosen course of study.

Each inherent requirement is made up of the following sections:

1. Introduction to the inherent requirement
2. Justification for the inherent requirement
3. Examples you must be able to demonstrate to meet each inherent requirement

Federation will endeavour to meet all students' needs to ensure success with their studies. Students with a disability or health condition may have reasonable adjustments made to support them to meet the inherent requirements. For further support please contact Federation University

Accessibility Services. For additional information regarding Inherent Requirements please contact the Course Coordinator at Paramedicine@federation.edu.au.

INHERENT REQUIREMENT STATEMENTS

LEGAL

Paramedicine is a regulated profession and is mandated by legislation and regulatory requirements to enable the safe delivery of care.

1. Students must comply with Australian law (both legislative and regulatory), Standards, professional competencies, and scope of practice.

2. Examples:

- Satisfactorily complete the required Criminal Record Check and self-declaration.
- Comply with Australian Health Practitioner Regulation Agency (AHPRA) student registration self-reporting obligations.

ETHICAL BEHAVIOUR

Paramedicine is governed by codes, policies, standards, and guidelines ensuring students are accountable and responsible for professional behaviour.

1. Compliance with these codes, guidelines and policies facilitates safe, competent interactions and relationships for students and others with whom they engage, and ensures the physical, psychological, emotional, and spiritual wellbeing of the individual is not placed at risk.

2. Examples:

- Adhere to the applicable Codes, Guidelines, and Policies of the Paramedicine Board of Australia, the Australian Health Practitioner Regulation Agency and other relevant statutory authorities at all times to enable the safe delivery of care.
- Adherence to the Code of Conduct as outlined by the Paramedicine Board of Australia
- Adherence to the Curtin University Student Code of Conduct
- Comply with professional conduct, confidentiality, and health organisation policies and procedures.
- Behave ethically, including in times of significant stress. Place patient care above your own interests and maintain high ethical standards and professional boundaries.

- Apply good judgement and achieve timely completion of all responsibilities for the diagnosis and care of patients.
- Respond appropriately to feedback and have appropriate insight and judgements into one's own abilities, limitations, and health.
- Adhere to infection control procedures, testing and immunisation requirements.
- Complete medical screening and checks. Students should consider pre-existing medical conditions, or effects of ongoing medication, effects on their ability to fulfil the inherent requirements of the course and discuss these with the Course Coordinator.
- Provide evidence of blood-borne virus status at or before entry into the course. In cases where a student tests positive to an infection with a blood-borne virus, this may preclude them from being able to undertake some of the requirements for clinical placements.
- Monitor own health and behaviour and seek help when required.

SENSORY ABILITY

Paramedicine requires adequate visual, auditory (hearing), tactile (touch), and olfactory (smell) abilities necessary to provide safe and effective care in unpredictable environments.

VISUAL

1. Adequate visual acuity is required to manage in the University and workplace learning environments to provide safe and effective care.
2. Tasks requiring visual accuracy, reading of clinical and scientific information in a variety of formats and visual observations are fundamental to safe and effective practice.
3. Examples:

Demonstrate sufficient visual acuity to perform the required range of skills, including:

- Reading small print on ampoules or similar.
- Reading from a monitor positioned across a small room.
- Responding to visual alarms.
- Reading medication details, electronic equipment displays, typed and handwritten documents, and posters.
- Ability to respond to visual health and safety concerns that may affect clinicians and patients in dynamic operational environments.

TACTILE

1. Sufficient tactile ability is required to perform competent and safe care.

2. Adequate tactile function to undertake the required range of skills and assessments, and functional touch sensation, ability to apply appropriate pressure, and appropriate use of touch are required to manage in the university and workplace environments.

3. Examples:

- Demonstrate sufficient fine touch to undertake the required range of skills and clinical assessments, such as palpation of blood vessels and body organs.
- Demonstrate sufficient tactile ability to undertake the required range of skills, such as the safe use of a needle and scalpel in clinical procedures.

AUDITORY

1. Auditory function is required to provide safe and effective patient care.

2. Sufficient auditory function in the university and clinical learning environments to consistently and accurately monitor, assess, and manage an individual's health needs.

3. Examples:

- Demonstrate sufficient auditory function to undertake the required range of tasks, including auscultation and communication, in dynamic operational environments.
- Ability to respond to auditory health and safety concerns to clinicians and patients in dynamic operational environments.

STRENGTH AND MOBILITY

Demonstrated motor skills for the coordination of gross and fine muscular movements are a core inherent requirement of this course. Paramedicine requires adequate strength and mobility to provide safe and effective patient care in unpredictable environments.

GROSS MOTOR SKILLS

1. Paramedicine involves physical demands and requires gross motor function for the safe and effective delivery of healthcare in unpredictable environments.

2. Students must demonstrate an ability to perform gross motor skills, including positioning, supporting, bending, twisting, pushing, pulling, lifting, and carrying equipment and/or patients, utilising approved manual handling techniques and available assistive equipment.

3. Students must be able to demonstrate and perform these tasks consistently, independently, and safely to reduce the risk of harm to self and others.

4. Examples:

- Maintaining balance while safely mobilising (moving) and transferring individuals or resources.

- Safely retrieve and utilise ambulance and operational equipment in unpredictable environments.
- Safely perform a physical examination on a patient, including palpation, auscultation (listening with a stethoscope), and percussion so that important and relevant information about the patient's health is determined. The physical examination must be performed in a timely manner.
- Perform actions that require coordination of gross and fine motor muscular movements, balance, and functional use of the senses of touch and vision.
- Working safely within dynamic operational environments, utilising dynamic postures and movements within a variety of physical environments that may be at different heights and/or in confined spaces. including bending down, getting onto the ground and getting in and out of vehicles in a safe and timely manner.
- Perform sustained, uninterrupted chest compressions on a patient in an operational setting, while maintaining the quality of compressions. Students must be able to perform other necessary aspects of the role immediately after performing chest compressions.
- Safely lift, transfer, and extricate incapacitated adult patients within a variety of physical environments, as part of a small team (2-4 persons) utilising standard equipment available to a paramedic. These gross motor tasks must be done in a timely manner and not cause undue risk to oneself, the patient, and/or other team members.

FINE MOTOR SKILLS

1. Paramedicine requires manual dexterity and fine motor skills for the safe and effective delivery of patient care in unpredictable environments.
2. Students must demonstrate the ability to use fine motor skills, including being able to grasp, press, pull, push, turn, squeeze, and manipulate objects and/or patients using appropriate techniques during assessment and/or treatment of patients.
3. Students must be able to demonstrate and perform these fine motor tasks consistently, independently, and safely to reduce the risk of harm to themselves and others.
4. Examples:
 - Demonstrate use of fine motor skills to provide safe effective assessment, diagnosis, treatment, the performance of clinical procedures and clinical care. • Use common diagnostic aids or instruments, either directly or in an adaptive form (e.g. sphygmomanometer, stethoscope, auroscope, otoscope and ophthalmoscope).
 - Provide general and emergency clinical care to patients in dynamic operational and physical environments.
 - Safely use equipment requiring application of fine motor skills, such as needles, scalpels, forceps, and specialised pre-hospital equipment. Where appropriate, this must be done while maintaining an aseptic non-touch technique.

- Safely perform clinical procedural skills, such as vital signs, physical examinations, IV insertion, Intra Osseous (IO) insertion, medication delivery, needle thoracocentesis, cricothyroidotomy, ECG acquisition, wound care, and other clinical procedures within the paramedicine scope of practice.

COGNITION

Paramedicine requires knowledge of theory and the skills of cognition, literacy, and numeracy.

KNOWLEDGE AND COGNITIVE SKILLS

1. Paramedicine involves application of an appropriate level of knowledge and cognitive skills for safe and effective delivery of patient care.

2. Acquisition, recall and application of knowledge, consistent and effective processing of information, attention to detail, theoretical deliberation (problem-solving, critical evaluation and professional decision-making), and life-long learning behaviours are required for the safe and effective delivery of patient care in unpredictable environments.

3. Examples:

- Process, recall, and apply appropriate information relevant to paramedicine practice in a timely manner.
- Read and comprehend information from a range of sources.
- Measure, calculate, and reason to analyse and synthesise relevant information.
- Provide medication safely and effectively, including calculating dosages accurately.
- Solve complex problems by obtaining, synthesising, and evaluating appropriate and relevant information.
- Engage in scientific and clinical reasoning.
- Locate appropriate and relevant information.
- Integrate and implement knowledge.
- Plan treatment and undertake these plans effectively.
- Organise, prioritise, and manage time and activities.

COMMUNICATION

Paramedicine requires effective verbal, non-verbal, and written communication skills. Respectful, effective communication is required when interacting with patients, other healthcare workers, non-healthcare workers, and general members of the public.

VERBAL COMMUNICATION

1. Effective and efficient verbal communication in the English language is an essential requirement to deliver safe and effective patient care.

2. Communication is critical to developing respect, empathy, and trust. Some interactions may be limited to verbal only communication because of physical limitations of the individual (e.g. injury, disease or congenital conditions) or situation (e.g., radio or phone communication).

3. Examples:

- Meet the English Language Skills requirements set out by the Paramedicine Board of Australia (in addition to any university English requirements).
- Communicate verbally in a manner that meets the professional standards of a paramedic as outlined in the Code of Conduct of the Paramedicine Board of Australia.
- Demonstrate the ability to understand and respond to verbal communication accurately, appropriately and in a timely manner.
- Demonstrate the ability to provide and/or understand clear and timely instructions in the context of the situation, including in stressful and time-limited environments.
- Proficiency in verbal English to allow for fluid, precise, and comprehensible two-way verbal interactions, at conversational speed, with audible speaking volume, and with appropriate tone of voice, which meet the requirements of safe and effective patient care.
- Observe patients and communicate effectively and efficiently to elicit patient information; describe their mood, activity, and posture; and perceive and respond to non-verbal communication (such as cues including emotional changes and distress); and establish rapport and trust with patients and colleagues.
- Communicate effectively and sensitively with others, including patients, families, and other members of the healthcare team, and display respect, empathy, and compassion irrespective of their sex, age, culture, lifestyle, sexual orientation, spiritual beliefs, or disabilities.

NON-VERBAL COMMUNICATION

1. The ability to recognise, interpret, and respond appropriately to non-verbal cues for effective communication, building rapport and gaining trust and respect within academic, professional and clinical relationships, and demonstrating empathy and being sensitive to individual and/or cultural differences.

2. Examples:

- Demonstrate the ability to recognise, interpret, and respond appropriately to non-verbal cues.
- Demonstrate own non-verbal behaviours appropriately in university and clinical environments.
- Communicate non-verbally in a manner that meets the professional standards of a paramedic as outlined in the Code of Conduct of the Paramedicine Board of Australia.

WRITTEN COMMUNICATION

1. Effective communication using written English is required to produce a cohesive academic argument and demonstrate academic writing conventions, including paraphrasing.

2. Written communication must be at an appropriate level for the audience. Competence in reading and comprehension in English language is required for safe and effective learning activities to become a paramedic.

3. Examples:

- Meet the English Language Skills requirements set out by the Paramedicine Board of Australia (in addition to any university English requirements).
- Demonstrate capacity to construct coherent written communication appropriate to the circumstances.
- Record and communicate thoughts in a timely manner.
- Provide clinical documentation in an accurate, concise, and timely manner that meets professional standards.

REFLECTIVE SKILLS

Paramedicine requires self-awareness and a capacity for reflection and reflexivity to consider the effect of one's own beliefs, actions, values, and behaviours on professional practice.

1. Students are required to actively engage in clinical reasoning and critical reflection related to paramedicine practice and other learning experiences. They must be able to identify the paramedicine scope of practice and understand the need to practice within their scope, and be able to identify when an issue is outside their scope and know how and when to refer the patient to another member of the multidisciplinary health care team.

2. Students must be aware of their own beliefs, actions, and values, and behave in a manner that reflects paramedic practice consistent with the professional codes, guidelines and policies as outlined by the Paramedicine Board of Australia.

3. Students must be aware of and reflect on their own health and wellbeing, considering any impact this may have on public safety, as outlined by the AHPRA guidance for students.

4. Examples:

- Appropriately give and receive constructive feedback, especially in the clinical setting, and utilise the feedback to improve one's own practice.
- Identify goals and set objectives, particularly for the clinical practice setting, that are specific, measurable, achievable, realistic, and timely to reflexively improve clinical practice.
- Accurately reflect on own performance, engage in critical reflection, and reflect on one's own beliefs, actions, and values.
- Accept constructive feedback and respond appropriately.

- Reflect on one's own health and wellbeing and seek help when required.
- Remove self from clinical practice or training if one's health is impaired such that there may be a substantial risk of harm to oneself, the patient, other members of the healthcare teams, and/or the public.

BEHAVIOURAL STABILITY

Paramedicine requires the behavioural stability to work constructively in diverse and changing academic, clinical, and operational environments.

1. Behavioural stability is required to function and adapt effectively and sensitively as a paramedic.
2. Students will be exposed to situations that are challenging and unpredictable and will be required to have the behavioural stability to manage these situations objectively and professionally. These situations include but are not limited to illness, trauma, suffering, and deaths of others.
3. Students require a stable temperament and the ability to conduct themselves appropriately and safely in stressful situations. Behavioural stability is required to work individually and in teams in dynamic and unpredictable environments.
4. Examples:
 - Demonstrate sufficient behavioural stability to work constructively in diverse and dynamic academic and unpredictable operational environments.
 - Demonstrate sufficient behavioural stability to work constructively with confronting topics and situations involving patients relevant to the practice of emergency healthcare, including but not limited to illness, trauma, and death.
 - Display the resilience and flexibility to satisfactorily deal with the demands of being a paramedicine student.
 - Monitor own health and behaviour and seek help when required.
 - Demonstrate the ability to provide safe and effective patient care in emergency and disaster settings.
 - Demonstrate the ability to communicate and work effectively with others in an emergency or disaster situation.
 - Demonstrate the ability to withdraw from a situation if there is a potential negative impact on oneself, other health professionals, and/or patients.

SUSTAINABLE PERFORMANCE

Paramedicine requires sustained functional and sustainable physical, cognitive, and psychosocial performance for delivery of safe and effective patient care.

1. Students must demonstrate the levels of physical energy and mental attention required to safely and accurately complete necessary tasks and sustain that energy and attention for the duration required until the tasks are completed.

2. Functional and sustainable physical, cognitive, and psychosocial performance is required to complete complex and extended practice tasks safely and effectively in time-constrained environments. Interruptions to a student's consciousness (e.g., from an uncontrolled neurological or endocrine condition causing loss of consciousness) present significant risks to their own and others' safety in university and clinical learning environments.

3. Examples:

- Demonstrate a consistent and sustained level of physical energy to complete a specific task in a timely manner and over time.
- Demonstrate the ability to perform repetitive activities with a level of concentration that ensures a capacity to focus on the activity until it is completed appropriately.
- Demonstrate the capacity to maintain consistency and quality of performance throughout the designated period of duty.
- Demonstrate that there is no significant risk of interruptions of consciousness that would present a risk to oneself, patients, and/or other people.