



MODULE / SYLLABUS
EDUCATION CYCLE 2022-2025

Module/subject name:		BASICS OF EMERGENCY MEDICAL SERVICES	
Direction:		NURSING	
Level of study*:		I degree (bachelor's) II degree (master's degree)	
Profile of education:		practical	
Type of studies*:		stationary / non-stationary	
Type of classes*:		mandatory X supplementary <input type="checkbox"/> to choose from <input type="checkbox"/>	
Year and semester of studies*:		Year of study*: I <input type="checkbox"/> II <input type="checkbox"/> III X	Semester*: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 X 6 <input type="checkbox"/>
Number of ECTS credits assigned		2	
Language of instruction:		English	
Name of the PSW Department:		Faculty of Health Sciences	
Contact (tel./email):		Tel. 55,279 17,68 e-mail: dziekanat@psw.kwidzyn.edu.pl	
Type of module/subject relating to apprenticeships*:		<ul style="list-style-type: none">• basic <input type="checkbox"/> sciences• social sciences and humanities <input type="checkbox"/>• science in the basics of nursing care <input type="checkbox"/>• specialist care sciences X	
Person responsible for the module/subject:		according to studies plan	
Presenter(s):		according to studies plan	
Forms of student workload			Student charge (number of teaching hours)
<i>Contact hours with an academic teacher (according to the study plan)</i>			
Lectures (W)			12
Seminar (S)			
E-learning (e-L)			
Conversatories			
Exercises (C)			24
Practical classes (ZP)			
BUNA - independent student work (according to the study plan)			21
Student's workload related to work placements (<i>according to the study plan</i>)			
Total student workload – total number			57
Number of ECTS credits per subject/module			2, including 0 BUNA
Didactic methods	<ul style="list-style-type: none">• giving (lecture, talk),• programmatic (using audiovisual tools, boards),• activating (case method, situational method,• staging method, didactic discussion, project method),• analysis of clinical cases.		
Assumptions and aim of the subject	<ul style="list-style-type: none">— Providing students with the principles of functioning of the State Medical Rescue System in Poland.— Familiarization with the specifics of conducting rescue operations in single, multiple, mass and catastrophic accidents.— Acquisition by students of knowledge and skills in the field of basic and advanced resuscitation procedures of an adult, child and infant.— Acquisition by the student of knowledge and skills of rescue proceedings in personal injuries.		
Teaching tools	Board and multimedia projector, boards.		
Prerequisites:	Basic knowledge of anatomy, physiology, pathology, pharmacology and the basics of nursing.		
Matrix of learning outcomes for the module / subject in relation to the methods of verifying the achievement of the intended learning outcomes and the form of implementation of didactic classes			

Symbol learning outcome	Students who pass the module (subject) know/understand/are able to:	Methods for verifying the achievement of the intended learning outcomes	Form of implementation of didactic classes * enter the symbol
D.W1.	Risk factors and health risks in patients of different ages;	<i>Written and/or oral colloquium, project or oral reply</i>	W/BUNA
D.W8.	Describes patient responses to illness, hospital admission and hospitalization;	<i>Written and/or oral colloquium, project or oral reply</i>	W/BUNA
D.W35.	Describes the principles of first aid and resuscitation algorithms for Basic Life Support (BLS) and Advanced Life Support (ALS).	<i>Written and/or oral colloquium, project or oral reply</i>	W/BUNA
D.W36.	Presents the principles of organization and operation of the National Emergency Medical Service system.	<i>Written and/or oral colloquium, project or oral reply</i>	W/BUNA
D.W37.	Defines procedures for medical security in mass incidents, disasters and other special situations.	<i>Written and/or oral colloquium, project or oral reply</i>	W/BUNA
D.U4.	Is able to organize isolation of patients with infectious disease in public places and at home;	<i>Written and/or oral colloquium, project or oral reply</i>	Ć
D.U27.	Administer oxygen to the patient on an ad hoc basis and monitor the patient's condition during oxygen therapy;	<i>Implementation of the commissioned task</i>	Ć
D.U28.	Temporarily immobilizes bone fractures, dislocations and sprains and prepares the patient for transport.	<i>Implementation of the commissioned task</i>	Ć
D.U29.	Is able to stop bleeding and hemorrhage on an ad hoc basis.	<i>Implementation of the commissioned task</i>	Ć
D.U30.	Performs basic resuscitation procedures on adults and children and uses Automated External Defibrillator (AED) and non-instrumented airway management and instrumented airway management using available supraglottic devices.	<i>Implementation of the commissioned task</i>	Ć
O.K1.	Is guided by the welfare of the patient, respects the dignity and autonomy of those entrusted to his care, shows understanding of worldview and cultural differences and empathy in his relationship with the patient and his family.	<i>prolonged observation by the teacher, self-assessment, project or oral reply</i>	W/Ć/BUNA
O.K2.	Respects the rights of the patient and maintains confidentiality of patient-related information.	<i>prolonged observation by the teacher, self-assessment, project or oral reply</i>	W/Ć/BUNA
O.K3.	Independently and diligently performs the profession in accordance with the principles of ethics, including observing moral values and duties in patient care.	<i>prolonged observation by the teacher, self-assessment, project or oral reply</i>	W/Ć/BUNA
O.K4.	Takes responsibility for professional activities performed.	<i>prolonged observation by the teacher, self-assessment, project or oral reply</i>	W/Ć/BUNA
O.K5.	Solicits expert opinion in case of difficulties in solving the problem on one's own.	<i>prolonged observation by the teacher, self-assessment, project or oral reply</i>	W/Ć/BUNA

O.K6.	Anticipates and takes into account factors affecting own and patient's reactions.	<i>prolonged observation by the teacher, self-assessment, project or oral reply</i>	W/Ć/BUNA
O.K7.	Perceives and recognizes own limitations in knowledge, skills and social competence, and performs self-assessment of deficits and learning needs.	<i>prolonged observation by the teacher, self-assessment, project or oral reply</i>	W/Ć/BUNA
*W-lecture; S-seminar; EL- e-learning; K -conversations; Ć-exercises; ZP-practical classes; PZ-professional internships; BUNA-independent student work			
EXAMPLES OF METHODS FOR THE VERIFICATION OF LEARNING OUTCOMES in the field of knowledge (lectures/seminars): oral exam (<i>non-standardized, standardized, traditional, problem</i>); written exam – the student generates / recognizes the answer (<i>essay, report; short structured questions /SSQ/; multiple-choice test /MCQ/; multiple-answer test /MRQ/; match test; T/N test; answer completion test</i>), in terms of skills (exercises/seminars): Practical examination; Objective Structured Clinical Examination (OSCE); Mini-CEX (mini – clinical examination); Implementation of the commissioned task; Design, presentation in the field of social competences: reflective essay; prolonged observation by the tutor / teacher of the teacher; 360° assessment (opinions of teachers, colleagues, patients, other colleagues); Self-assessment (including portfolio) BUNA – the student's own work is verified by assessing the degree of implementation of the assumed learning outcomes: a test checking the student's knowledge of the subject specified in the syllabus, but also through final papers, projects, presentations and any other mid-term work.			
TABLE OF PROGRAMME CONTENTS			
Program content		Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester VI			
1. Medical rescue in Poland and in the world. The State Medical Rescue System. The Law on State Emergency Medical Services.	1	D.W1., D.W8., D.W35-37., O.K1-7.	
2. Emergency Medicine and Disaster Medicine – definitions, goals and tasks in the modern world. Ethical issues in rescue.	1		
3. Organization of rescue operations in individual, multiple, mass events and disasters.	1		
4. Issues of psychology in rescue. Psychology of the victim and rescuer. Crowd psychology. A child in disaster.	1		
5. Medical segregation (Triage). Assessment of the patient's condition on the basis of simple vital signs in trauma cases.	1		
6. Principles of first aid in injuries to various areas of the body, bleeding and hemorrhage.	1		
7. Choking. Causes of sudden cardiac arrest. Rhythms and pharmacotherapy in sudden cardiac arrest. Cardiopulmonary resuscitation of an adult, child and infant, in accordance with the current recommendations of the European Resuscitation Council and the Polish Resuscitation Council. Cardiopulmonary resuscitation in special situations: pregnant woman, flooding, incumbency.	4		
EXERCISES, semester VI			
1. Ensuring the safety of oneself, the victim, the place of the incident. Initial ABCD assessment of the injured party, initial trauma examination according to ITLS, repeated examination.	2	D.U4., D.U9., D.U27-30., O.K1-7.	
2. Stabilization of the cervical spine by various methods. Immobilization of fractures, dislocations, sprains, hemorrhages control, protecting and compression dressings. Transfer and positioning of the injured person according to the type of injury(s), preparation for safe transport.	5		
3. Providing first aid and the unconscious victim, placing in the lateral position.	2		

4. Airway management: non-instrumental and instrumental supraglottic airway patency.	3	
5. First aid in choking. Basic and advanced cardiopulmonary resuscitation procedures: adult, child, infant, pregnant woman. The use of automatic external defibrillation.	8	
BUNA – independent student work, semester VI		
1. International humanitarian law. The role and tasks of NGOs in providing assistance to the victim of disasters.	3	D.W35-37. O.K1-7.
2. Contemporary threats of natural and technical origin. Principles of national defence	3	
3. Elements of crisis management. Logistics of rescue operations.	4	
4. Preparation of the ER to receive victims of individual, multiple, mass events and catastrophes.	4	
5. Rescue procedures in special situations - chemical, radiation and biological hazards (bioterrorism).	5	
6. Units cooperating with the State Emergency Medical System.	1	

LIST OF LITERATURE

Basic literature:

- Roy L. Alson, *International Trauma Life Support. Ratownictwo przedszpitalne w urazach*, Medycyna Praktyczna, Kraków 2022

Supplementary literature:

- Applicable Guidelines for Resuscitation of the European Resuscitation Council

Method of passing and forms and basic assessment criteria/examination requirements

Method of credit

- Passing with grade – lectures
- Passing with grade – exercises
- Passing without a grade – BUNA

Forms and criteria for passing

Lecture:

The basis for obtaining credit is:

- Attendance 100%; confirmed by an entry on the attendance list,
- ORAL EXAMINATION/ASSESSMENT IN ORAL FORM
- 10% absence, if any, balanced in a manner individually agreed with the class instructor.

Written colloquium:

- takes the form of a written test, a multiple-choice test /MCQ/ with one correct answer (each correct answer is 1 point, no answer or incorrect answer 0 points, a minimum of 60% of correct answers qualify for a positive assessment.

CRITERIA FOR THE ASSESSMENT OF KNOWLEDGE

Criteria for the assessment of knowledge - test

Assessment	Very good (5.0)	Good plus (4.5)	Good (4.0)	Sufficient plus (3.5)	Sufficient (3.0)	Insufficient (2.0)
% of correct answers	93-100%	85-92%	77-84%	69-76%	60-68%	59% and less

- and/or reply orally

Evaluation criteria – oral answer

Assessment	Criterion
Very good	Correct, full, independent answer to 3 questions asked to the student by the lecturer
Endorsement	Correct, requiring little orientation by the teacher, answer to the 3 questions asked to the student
Sufficient	Correct, incomplete, requiring significant orientation by the teacher answer to the 3 questions asked to the student
Insufficient	No answer or incorrect answer to each of the 3 questions asked to the student

Criteria for assessing knowledge for each of the questions – oral answer

No.	Criterion	Number of points 0-5
	Correctness of answers	
	Relevance of problem recognition	
	Current medical and health sciences knowledge	
	Interdisciplinary knowledge	
	Correctness of medical /professional vocabulary	
	Independence and creativity in proposing solutions	
	Together	

*Obtaining 0-1 points under any criterion results in an insufficient grade

Number of points and rating:

30-28 - very good (5,0) - the student gives a completely comprehensive and correct answer to the given question, freely uses factually correct scientific language, takes into account current medical knowledge in the oral answer, shows ease in solving problems arising from the task, skillfully combines knowledge from different scientific fields, shows originality of own thoughts.

27-25 - plus good (4,5) - the student gives a correct answer to the question, uses scientific language, takes into account current medical knowledge in oral answer, solves problems arising from the task, combines knowledge from several scientific fields.

24-22 - good (4.0) - the student gives a basically independent answer, which contains most of the required content, a few mistakes in the answer are allowed (secondary from the point of view of the topic), the student uses current medical knowledge, which requires a small addition, the answer is correct in terms of scientific language, the accuracy of recognition of problems.

21-19 - plus sufficient (3.5) - the student gives a basically independent answer, which contains most of the required content, makes few, primary errors in the answer, the student knows the most important facts and is able to interpret them and identify the most important problems, uses medical knowledge not always up-to-date, in the answer takes into account knowledge only of the field, makes errors in the use of scientific language, requires help in drawing conclusions.

18-16 - sufficient (3.0) - the student gives an answer containing some of the required information, making mistakes, but with the help of the teacher corrects his answer, both in terms of factual knowledge and in the way it is presented, however, the student knows the basic facts and with the help of the teacher gives an answer to the question posed.

Project**BUNA evaluation criteria - independent student work**

Evaluation criteria	Assessment: zal/nzal
Compliance of the content of the work with the subject of education	
Substantive assessment of work	
Evaluation of the selection and use of sources	
Assessment of the formal side of the work (footnotes, language)	
<i>*(recommendations for work)</i>	
	<i>(rating)</i>
	<i>(signature)</i>

* if any of the criteria are not met, the work should be corrected according to the lecturer's recommendations

Exercise

The basis for obtaining credit for the assessment is:

- Attendance 100%; confirmed by an entry on the attendance list (excused absence in the case of a student's illness documented by a medical exemption or other fortuitous reasons and working off the classes at another time),
- active participation in exercises (showing interest in issues discussed and conducted during exercises),
- successful completion of learning outcomes in the area of skills and social competence (principles, efficiency, effectiveness, independence, communication, attitude,
- correct attitude towards simulated/standardized patient, colleagues, teacher, profession and science and rules and regulations.

Evaluation criteria — oral answer

Assessment	Criterion
Very good	Correct, full, independent answer to 3 questions asked to the student by the lecturer
Endorsement	Correct, requiring little orientation by the teacher, answer to the 3 questions asked to the student
Sufficient	Correct, incomplete, requiring significant orientation by the teacher answer to the 3 questions asked to the student
Insufficient	No answer or incorrect answer to each of the 3 questions asked to the student

Criteria for assessing practical skills (0-2 points for each element): principles, efficiency, effectiveness, independence, communication, attitude.

The student receives a positive grade when obtaining at least 6 points for the learning elements.

Number of points	Criteria for the evaluation of individual elements of the activity (task/exercise) by the student					
	Policy	Efficiency	Effectiveness	Self-reliance	Communicating	Attitude
2	observes the rules, the right technique and the order of execution Actions	performs activities confidently, vigorously	behavior takes into account the situation of the patient, achieves the goal	plans and performs activities independently	correct independent, effective selection of content	analyses its conduct, collaborates with the team therapeutic, full identification with a professional role
1	Observes rules after orientation	performs activities not very confident, after a short Reflection	does not always take into account health situation of the patient, achieves the goal after orientation	Requires Reminders and targeting in some Activities	Requires Guidance Targeting in the selection of content	has difficulty in critical evaluation and analysis of their conduct, in cooperation with the team therapeutic and in identification with the professional role
0	does not comply rules, chaotically performs actions	performs activities uncertain, very slowly	does not take into account individual situation patient, does not achieve the goal	requires constant Guidance and reminders in every action	can not maintain verbal contact with the patient	cannot critically evaluate and analyze their conduct, does not cooperate with therapeutic syndrome, no identifies with a professional role

* Source: W. Ciechaniewicz: Shaping the practical skills of nursing school students. CKPPiP, Warsaw.

RATING SCALE:

11-12 points - bdb (5.0)

9-10 points - db plus (4.5)

8 points - db (4.0)

7 points - dst plus (3.5)

6 points - dst (3.0)

5 points and below -ndst (2.0)

FINAL GRADE IN THE SUBJECT:

— average grades from the colloquium from lectures and exercises.

Conditions for making up missed classes for excused reasons:

Making up missed classes is possible only in the case of a student's illness documented by a medical exemption or other fortuitous reasons. Excuses for classes and credit for the material covered in lectures, exercises, practical classes during the period of absence are made by the lecturer in charge of the class, and the internship is made by the internship coordinator. Both the student returning from dean's leave and the student repeating the year are required to attend all classes and take the credit/examination. Only in the case of obtaining at least a pass/examination grade (3.0) in a given year, a student repeating a year due to another subject may be exempted from having to attend classes and take and pass the subject.

Acceptance: Vice-Chancellor for Science and Educational Quality