



**MODULE / SYLLABUS**  
EDUCATION CYCLE 2023-2026

<b>Module/subject name:</b>	<b>BASICS OF EMERGENCY MEDICAL SERVICES</b>		
<b>Direction:</b>	<b>NURSING</b>		
<b>Level of study*:</b>	I degree (bachelor's) II degree (master's degree)		
<b>Profile of education:</b>	<b>practical</b>		
<b>Type of studies*:</b>	<b>stationary</b> / non-stationary		
<b>Type of classes*:</b>	mandatory <input checked="" type="checkbox"/> supplementary <input type="checkbox"/> to choose from <input type="checkbox"/>		
<b>Year and semester of studies*:</b>	Year of study*: I <input type="checkbox"/> II <input type="checkbox"/> III <input checked="" type="checkbox"/>	Semester*: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>	
<b>Number of ECTS credits assigned</b>	<b>2</b>		
<b>Language of instruction:</b>	<b>English</b>		
<b>Name of the PSW Department:</b>	<b>Faculty of Health Sciences</b>		
<b>Contact (tel./email):</b>	<b>Tel. 55,279 17,68</b> <b>e-mail: dziekanat@psw.kwidzyn.edu.pl</b>		
<b>Type of module/subject relating to apprenticeships*:</b>	<ul style="list-style-type: none"> <li>• basic <input type="checkbox"/> sciences</li> <li>• social sciences and humanities <input type="checkbox"/></li> <li>• science in the basics of nursing care <input type="checkbox"/></li> <li>• <b>specialist care sciences X</b></li> </ul>		
<b>Person responsible for the module/subject:</b>	according to studies plan		
<b>Presenter(s):</b>	according to studies plan		
<b>Forms of student workload</b>		<b>Student charge (number of teaching hours)</b>	
<i>Contact hours with an academic teacher (according to the study plan)</i>			
Lectures (W)		<b>12</b>	
Seminar (S)			
E-learning (e-L)			
Conversatories			
Exercises (C)		<b>24</b>	
Practical classes (ZP)			
<b>BUNA - independent student work (according to the study plan)</b>		<b>21</b>	
Student's workload related to work placements ( <i>according to the study plan</i> )			
<b>Total student workload – total number</b>		<b>57</b>	
<b>Number of ECTS credits per subject/module</b>		<b>2, including 0.5 BUNA</b>	
<b>Didactic methods</b>	<ul style="list-style-type: none"> <li>• giving (lecture, talk),</li> <li>• programmatic (using audiovisual tools, boards),</li> <li>• activating (case method, situational method,</li> <li>• staging method, didactic discussion, project method),</li> <li>• analysis of clinical cases.</li> </ul>		
<b>Assumptions and aim of the subject</b>	<ul style="list-style-type: none"> <li>— Providing students with the principles of functioning of the State Medical Rescue System in Poland.</li> <li>— Familiarization with the specifics of conducting rescue operations in single, multiple, mass and catastrophic accidents.</li> <li>— Acquisition by students of knowledge and skills in the field of basic and advanced resuscitation procedures of an adult, child and infant.</li> <li>— Acquisition by the student of knowledge and skills of rescue proceedings in personal injuries.</li> </ul>		
<b>Teaching tools</b>	Board and multimedia projector, boards.		
<b>Prerequisites:</b>	Basic knowledge of anatomy, physiology, pathology, pharmacology and the basics of nursing.		
<b>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</b>			
Symbol learning outcome	The graduate: knows and understands / is able to / is ready to	Methods for verifying the achievement of the intended learning outcomes	Form of implementation of didactic classes * enter the symbol

D.W35.	principles of providing first aid and resuscitation algorithms in the scope of Basic Life Support (BLS) and Advanced Life Support (ALS);	<i>Written and/or oral colloquium, draft or oral reply</i>	W/BUNA
D.W36.	organisation and functioning of the State Emergency Medical Services;	<i>Written and/or oral colloquium, draft or oral reply</i>	W/BUNA
D.W37.	medical coverage procedures followed in mass events, disasters, and other crisis events;	<i>Written and/or oral colloquium, draft or oral reply</i>	W/BUNA
D.U27.	provide first aid in life-threatening emergencies;	<i>Implementation of the commissioned task</i>	Ć
D.U28.	perform on-the-spot immobilisation of fractures, dislocations and sprains, and prepare a patient for transportation;	<i>Implementation of the commissioned task</i>	Ć
D.U29.	control bleeding and haemorrhage;	<i>Implementation of the commissioned task</i>	Ć
D.U30.	perform basic resuscitation procedures in children and adults, and use an automatic external defibrillator (AED), supraglottic airway devices, as well as non-invasive and methods for restoration of airway patency;	<i>Implementation of the commissioned task</i>	Ć
O.K1.	be guided by the best interests of the patient, respect the dignity and autonomy of the persons entrusted to their care, show understanding for world-view and cultural differences and show empathy towards the patient and their family;	<i>prolonged observation by the teacher, self-assessment, project or oral response</i>	W/Ć/BUNA
O.K2.	respect patients' rights;	<i>prolonged observation by the teacher, self-assessment, project or oral response</i>	W/Ć/BUNA
O.K3.	exercise the profession autonomously and with integrity in accordance with ethical principles, including adherence to moral values and obligations in patient care;	<i>prolonged observation by the teacher, self-assessment, project or oral response</i>	W/Ć/BUNA
O.K4.	take responsibility for their professional activities;	<i>prolonged observation by the teacher, self-assessment, project or oral response</i>	W/Ć/BUNA
O.K5.	to seek expert advice when having difficulty solving the problem independently;	<i>prolonged observation by the teacher, self-assessment, project or oral response</i>	W/Ć/BUNA
O.K6.	anticipate and take into account factors influencing their own and the patient's reactions;	<i>prolonged observation by the teacher, self-assessment, project or oral response</i>	W/Ć/BUNA
O.K7.	perceive and recognise their own limitations in terms of knowledge, skills and social competences and carry out a self-assessment of their educational deficits and needs.	<i>prolonged observation by the teacher, self-assessment, project or oral response</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 (*non-standardized, standardized, traditional, problem*); written exam – the student generates / recognizes the answer (*essay, report; short structured questions /SSQ/; multiple-choice test /MCQ/; multiple-answer test /MRQ/; match test; T/N test; answer completion test*),

**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
<b>LECTURES, semester III</b>		
1. Medical rescue in Poland and in the world. State Medical Rescue System. Act on State Emergency Medical Services.	1	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 traumatic cases.	1	
6. Rules for first aid in injuries of individual areas of the body, in bleeding and hemorrhages.	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	
<b>EXERCISES, semester III</b>		
1. Ensuring the safety of oneself, the victim, the place of the incident. Initial ABCD assessment of the injured party, preliminary trauma examination according to ITLS, repeated examination.	2	D.U28-30. O.K1-7.
2. Stabilization of the cervical spine by various methods. Immobilization of fractures, sprains, sprains, stopping hemorrhages, shielding and compression dressings. Moving and laying the injured person depending on the type of injury(s), preparing for safe transport.	5	
3. Providing first aid and the injured person unconscious, laying in a lateral position.	2	
4. Airway clearing: instrumentless and instrumentative supra-circulatory airway patency protection.	3	
5. First aid for choking. Basic and advanced cardiopulmonary resuscitation procedures: adult, child, infant, pregnant woman. The use of automatic external defibrillation.	8	
<b>BUNA – independent student work, semester III</b>		
1. International humanitarian law. The role and tasks of NGOs in providing assistance to disaster victims.	3	D.W35-37. O.K1-7.
2. Contemporary threats of natural and technical origin. Principles of State Defence	3	
3. Elements of crisis management. Logistics of rescue operations.	4	
4. Preparation of the SOR to accept 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 Medical Rescue System.	1	
<b>LIST OF LITERATURE</b>		
<b>Basic literature:</b>		
1. Roy L. Alson, <i>International Trauma Life Support. Ratownictwo przedszpitalne w urazach</i> , Medycyna Praktyczna, Kraków 2022		
<b>Supplementary literature:</b>		
1. Applicable Guidelines for Resuscitation of the European Resuscitation Council		
<b>Method of passing and forms and basic assessment criteria/examination requirements</b>		
<b>Method of credit</b>		
— Passing with grade – lectures		
— Passing with grade – exercises		
— Passing without a grade – BUNA		
<b>Forms and criteria for passing</b>		
<b>Lecture:</b>		
The basis for obtaining credit is:		

- presence of 100%; confirmed by an entry on the attendance list,
- ORAL EXAMINATION/PASSING IN ORAL FORM
- possible 10% absence balanced in a manner individually agreed with the lecturer,
- obtaining a positive assessment from the colloquium,
- BUNY passing.

**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 question asked, freely uses the factually correct scientific language, taking into account in the oral answer current medical knowledge, demonstrates ease in solving problems arising from the task, skillfully combines knowledge from various scientific fields, demonstrates the originality of his own thoughts.

27-25 - plus good (4.5) - the student gives the correct answer to the question asked, uses scientific language, taking into account in the oral answer current medical knowledge, 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, few errors in the answer are allowed (secondary from the point of view of the topic), uses current medical knowledge that requires little supplementation, the answer is correct in terms of scientific language, the accuracy of recognizing problems requiring little improvement, the answer and should include the student's own conclusions.

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 can interpret them and select the most important problems, uses medical knowledge that is not always up-to-date, in response takes into account knowledge only in a given field, makes mistakes in using 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 substantive knowledge and in the way it is presented, but 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)	
*(recommendations for work)	
	(rating)
	(signature)

\* 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:

- presence of 100%; confirmed by an entry on the attendance list (absence justified in the event of the student's illness documented by sick leave or other random reasons and working off classes at a different time),
- active participation in exercises (showing interest in issues discussed and conducted during the exercises),
- positive passing of learning outcomes in the field of social skills and competences (principles, efficiency, effectiveness, independence, communication, attitude,
- correct attitude towards the simulated/standardized patient, colleagues, teacher, profession and science as well as 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
<b>2</b>	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
<b>1</b>	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
<b>0</b>	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 classes abandoned for justified reasons:**

Making up for abandoned classes is possible only in the case of a student's illness documented by sick leave or other random reasons. Justification of classes and passing of the material being the subject of exercises during the period of absence is made by the lecturer conducting the classes.

Both a student returning from dean's leave and a student repeating the year is obliged to attend all classes and take the exam. Only if the exam in a given year has been obtained with at least a sufficient grade (3.0), a student repeating the year due to another subject may be exempted from the need to attend classes and pass and pass the subject.

**Acceptance: Vice-Rector for Teaching and Student Affairs**