



MODULE / SYLLABUS

EDUCATION CYCLE 2024-2027

Module/subject name:		BASICS OF EMERGENCY MEDICAL SERVICES	
Direction:		NURSING	
Level of study*:		1st degree (bachelor's degree) II degree (master's degree)	
Education profile:		practical	
Type of studies*:		stationary/ part-time	
Type of classes*:		mandatory X complementary <input type="checkbox"/> optional <input type="checkbox"/>	
Year and semester of study*:		Year of studies*: I <input type="checkbox"/> II <input type="checkbox"/> III X	Semester of studies*: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 X
Number of ECTS credits assigned		2	
Language of instruction:		Polish	
PSW Department Name:		Faculty of Health Sciences	
Contact (phone/email):		tel.55 279 17 68 e-mail:dziekanat@psw.kwidzyn.edu.pl	
Type of module/subject related to vocational training*:		<ul style="list-style-type: none"> • basic science <input type="checkbox"/> • social sciences and humanities <input type="checkbox"/> • teaching the basics of nursing care <input type="checkbox"/> • teaching in the field of specialist care X 	
Person responsible for the module/subject:			
Person(s) in charge:		According to the study plan	
Forms of student workload		Student Load (number of teaching hours)	
<i>Contact hours with an academic teacher (according to the study plan)</i>			
Lectures (W)		15	
Seminar (S)			
Conversations			
Exercises (C)		30	
Practical classes (PK)			
BUNA - independent student work (according to the study plan)		12	
Student workload related to professional practice (according to the study plan)			
Total student workload- total number		57	
Number of ECTS points per subject/module		2, including 0.5 BUNA	
Teaching methods	<ul style="list-style-type: none"> • lecture, • exercises, brainstorming, case studies, • self-education. 		
Objectives and purpose of the course	<ul style="list-style-type: none"> — Providing students with the principles of operation of the State Emergency Medical Services system in Poland. — Familiarization with the specifics of conducting rescue operations in single, multiple, and mass accidents and disasters. — To acquire knowledge and skills in basic and advanced resuscitation procedures for adults, children and infants. — To provide the student with knowledge and skills in emergency procedures for bodily injuries. 		
Teaching tools	Multimedia board and projector, boards. Medical teaching aids (medical phantoms and simulators, trainers and models, including anatomical models).		
Prerequisites:	Basic knowledge of anatomy, physiology, pathology, pharmacology and fundamentals of nursing.		
Learning outcomes matrix for a module/subject in relation to the methods of verifying the achievement of the intended learning outcomes and the form of implementation of didactic activities			
Symbol learning effect	A student who passes a module (subject) knows/understands/is able to:	Methods of verifying the achievement of intended learning outcomes	The form of teaching activities * enter symbol
D.W1.	risk factors and health threats in patients of different ages;	<i>Written and/or oral colloquium, project or oral response</i>	W/BUNA

D.W8.	Describes the patient's response to illness, admission, and hospitalization;	<i>Written and/or oral colloquium, project or oral response</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 response</i>	W/BUNA
D.W36.	Presents the principles of organization and functioning of the State Emergency Medical Services system.	<i>Written and/or oral colloquium, project or oral response</i>	W/BUNA
D.W37.	Defines procedures for medical support in mass incidents, disasters and other special situations.	<i>Written and/or oral colloquium, project or oral response</i>	W/BUNA
D.U4.	Is able to organize the isolation of patients with infectious diseases in public places and at home;	<i>Implementation of the assigned task</i>	C
D.U9	administer oxygen to the patient on an ad hoc basis and monitor his condition during oxygen therapy;	<i>Implementation of the assigned task</i>	C
D.U27.	Provides first aid in life-threatening situations.	<i>Implementation of the assigned task</i>	C
D.U28.	Immobilizes bone fractures, dislocations and sprains temporarily and prepares the patient for transport.	<i>Implementation of the assigned task</i>	C
D.U29.	Temporarily stops bleeding and hemorrhage.	<i>Implementation of the assigned task</i>	C
D.U30.	Performs basic life support for adults and children and uses an Automated External Defibrillator (AED) and non-instrumental airway management as well as instrumental airway management using available supraglottic devices.	<i>Implementation of the assigned task</i>	C
O.K1.	Is guided by the patient's well-being, respects the dignity and autonomy of persons entrusted with care, shows understanding for ideological and cultural differences and empathy in the relationship with the patient and his family.	<i>extended observation by the supervising teacher, self-assessment, project or oral response</i>	W/C/BUNA
O.K2.	Respects patient rights and maintains the confidentiality of patient-related information.	<i>extended observation by the supervising teacher, self-assessment, project or oral response</i>	W/C/BUNA
O.K3.	Independently and reliably performs his/her profession in accordance with the principles of ethics, including respecting moral values and obligations in patient care.	<i>extended observation by the supervising teacher, self-assessment, project or oral response</i>	W/C/BUNA
O.K4.	Takes responsibility for the professional activities performed.	<i>extended observation by the supervising teacher, self-assessment, project or oral response</i>	W/C/BUNA
O.K5.	Seek expert advice if you have difficulty solving a problem on your own.	<i>extended observation by the supervising teacher, self-assessment, project or oral response</i>	W/C/BUNA
O.K6.	Anticipates and takes into account factors influencing own and patient's reactions.	<i>extended observation by the supervising teacher, self-assessment, project or oral response</i>	W/C/BUNA
O.K7.	Notices and recognizes own limitations in terms of knowledge, skills and social competences and performs self-assessment of educational deficits and needs.	<i>extended observation by the supervising teacher, self-assessment, project or oral response</i>	W/C/BUNA

*W-lecture; S-seminar; K-conversations; C-exercises; ZP-practical classes; PZ-professional internships; BUNA-independent student work

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars):oral exam(non-standardized, standardized, traditional, problem-based); written exam – the student generates / recognizes the answer (essay, report; short structured questions /SSQ/; multiple choice test /MCQ/; multiple answer test /MRQ/; matching test; Y/N test; answer completion test),

in terms of skills (exercises/conversations):Practical exam; Objective Structured Clinical Examination /OSCE/; Mini-CEX (mini – clinical examination); Realization of assigned task; Project, presentation

in the field of social competences:reflective essay; extended observation by supervisor/lead teacher; 360° feedback (opinions from teachers, colleagues, patients, other collaborators); Self-assessment (including portfolio)

BUNA –the student's own work is verified by assessing the degree to which the assumed learning outcomes have been achieved: a test checking the student's knowledge of the topics specified in the syllabus, but also through term papers, projects, presentations and any other mid-semester work.

PROGRAM CONTENT TABLE

Program content	Number of hours	Relating learning outcomes to CLASSES
LECTURES, semester VI		
1. Emergency medical services in Poland and around the world. State Emergency Medical Services System. Act on State Emergency Medical Services.	2	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.	2	
3. Organization of rescue operations in single, multiple, mass incidents and disasters.	2	
4. Psychological Issues in Rescue. Psychology of the Victim and Rescuer. Crowd Psychology. Child in a Catastrophe.	2	
5. Medical triage. Assessment of the patient's condition based on simple vital signs in trauma cases.	2	
6. Principles of providing first aid for injuries to specific body areas, bleeding and hemorrhage.	2	
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, drowning, carbon monoxide poisoning.	3	
EXERCISES, semester VI		
1. Ensuring your own safety, the safety of the injured person, and the place of the incident. Initial ABCD assessment of the casualty, initial trauma examination according to ITLS, repeat examination.	6	D.U4., D.U9., D.U27-30., O.K1-7.
2. Stabilization of the cervical spine by various methods. Immobilization of fractures, dislocations, sprains, stopping bleeding, protective and compression dressings. Moving and positioning the injured person depending on the type of injury(ies), preparing for safe transport.	6	
3. Providing first aid to an unconscious victim, placing him in a lateral position.	6	
4. Airway management: non-instrumental and instrumental supraglottic airway management.	6	
5. First aid for choking. Basic and advanced cardiopulmonary resuscitation procedures: adult, child, infant, pregnant woman. Application of automatic external defibrillation.	6	
BUNA – independent student work, semester VI		
International humanitarian law. The role and responsibilities of non-governmental organizations in providing assistance to disaster victims.	2	D.W1., D.W8., D.W35-37., O.K1-7.
Contemporary threats of natural and technological origin. Principles of state defense.	2	
Elements of crisis management. Logistics of rescue operations.	2	
Preparing the Emergency Department to accept victims of single, multiple, mass incidents and disasters.	2	
Rescue procedures in special situations - chemical, radiation and biological threats (bioterrorism).	2	
Units cooperating with the State Emergency Medical Service system.	2	
LITERATURE LIST		
Basic literature:		
1. Kózka M., Maślanka M., Rumian B., <i>Pielęgniarstwo ratunkowe</i> , PZWL, Warszawa 2023 (druk).		
2. Paciorek P., Patrzala A., <i>Medyczne czynności ratunkowe</i> , PZWL, Warszawa 2023 (druk)		
Additional literature:		
1. Gaszyński W., <i>Intensywna terapia i medycyna ratunkowa</i> , PZWL, Warszawa 2016.		
Method of passing and forms and basic assessment criteria/examination requirements		
How to pass		

- Graded exam – lectures
- Graded exam – exercises
- Pass without grade – BUNA

Forms and criteria for passing

Lecture:

The basis for obtaining credit is:

- 100% attendance; confirmed by an entry on the attendance list,
- ORAL EXAMINATION/ORAL ASSESSMENT
- a possible 10% absence will be compensated in an individual manner agreed with the teacher.

Exam:

It is a written test, multiple choice test /MCQ/ with one correct answer (each correct answer is 1 point, no answer or incorrect answer 0 points, minimum 60% of correct answers qualifies for a positive grade.

Knowledge assessment criteria - test

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

- and/or oral response

Assessment criteria - oral response

Rate	Criterion
Very good	Correct, complete, independent answer to 3 questions asked to the student by the instructor
All right	Correct answer, requiring slight guidance from the teacher, to 3 questions asked to the student
Sufficient	Correct, incomplete, requiring significant guidance from the teacher, answer to 3 questions asked to the student
Insufficient	No answer or incorrect answer to any of the 3 questions asked to the student

Criteria for assessing knowledge for each question – oral answer

No.	Criterion	Number of points 0-5
	Correctness of the answer	
	Accuracy of problem recognition	
	Current medical and health science knowledge	
	Interdisciplinary knowledge	
	Correctness of medical/professional vocabulary	
	Independence and creativity in proposing solutions	
	Together	

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

Number of points and rating:

30-28 - very good (5.0) - the student provides a fully exhaustive and correct answer to the question asked, freely uses substantively correct scientific language, taking into account current medical knowledge in the oral answer, demonstrates ease in solving problems resulting from the task, skillfully combines knowledge from various scientific fields, demonstrates originality of own thoughts.

27-25 - plus good (4.5) - the student provides the correct answer to the question asked, uses scientific language, taking into account current medical knowledge in the oral answer, solves problems arising from the task, combines knowledge from several scientific fields.

24-22 - good (4.0) - the student basically provides an independent answer that contains most of the required content, a few errors in the answer are permissible (secondary from the point of view of the topic), uses current medical knowledge requiring minor supplementation, the answer is correct in terms of scientific language, the accuracy of recognizing problems requires minor improvement, the answer should include the student's independent conclusions.

21-19 - plus satisfactory (3.5) - the student basically provides an independent answer that 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 that is not always up-to-date, in the answer takes into account knowledge only from a given field, makes errors in the use of scientific language, requires help in drawing conclusions.

18-16 - satisfactory (3.0) - the student gives an answer that contains part of the required information, making mistakes,

but with the teacher's help, he corrects his answer, both in terms of substantive knowledge and the way it is presented, however, the student knows the basic facts and, with the teacher's help, gives an answer to the question posed.

Design

BUNA assessment criteria – independent student work

Assessment criteria	Rating: pass/fail
Compatibility of the work content with the subject of education	
Content evaluation of the work	
Evaluation of the selection and use of sources	
Assessment of the formal aspect of the work (footnotes, language)	
<i>*(work recommendations)</i>	
	<i>(rate)</i>
	<i>(signature)</i>

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

Exercises

The basis for obtaining credit for a grade is:

- 100% attendance; confirmed by an entry on the attendance list (absence excused in the event of a student's illness documented by a sick leave or other unforeseen circumstances and making up the classes at another time),
- active participation in exercises (showing interest in the issues discussed and taught during the exercises),
- positive assessment 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 and regulations.

Assessment criteria – oral response

Rate	Criterion
Very good	Correct, complete, independent answer to 3 questions asked to the student by the instructor
All right	Correct answer, requiring slight guidance from the teacher, to 3 questions asked to the student
Sufficient	Correct, incomplete, requiring significant guidance from the teacher, answer to 3 questions asked to the student
Insufficient	No answer or incorrect answer to any 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.

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

Number of points	Criteria for assessing individual elements of the activity (task/exercise performance) by the student					
	Rules	Efficiency	Effectiveness	Independence	Communication	Attitude
2	follows the rules, proper technique and the order of execution activities	performs activities confidently and energetically	procedure takes into account the situation patient, achieves the goal	plans and carries out activities independently	correct, independent, effective content selection	analyzes his behavior, works with the team therapeutic, full identification with professional role
1	he observes rules after Direction	the activities are performed not very sure, after a short while contemplation	does not always take into account health situation patient, achieves the goal after Direction	requires reminders and orientation in some activities	requires guidance, orientation in content selection	has difficulty in critical evaluation and analysis of your behavior, in cooperation with the team therapeutic and in identification with professional role
0	does not comply rules, chaotic performs actions	the activities are performed uncertainly, very slow	does not take into account individual situation patient, does not achieve the goal	requires constant guidance and reminders in every action	can't keep up verbal contact with the patient	can't critically evaluate and analyze his behavior, he does not cooperate with the therapeutic team,

						no identifies with professional role
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* Source: W. Ciechaniewicz: Shaping practical skills of nursing school students. CKPPiP, Warsaw.

RATING SCALE:

11-12 points - very good (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 SUBJECT GRADE:

— exam grade

Conditions for making up classes missed due to justified reasons:

Making up missed classes is only possible in the case of a student's illness documented by a medical certificate or other unforeseen reasons. The excuse for classes and crediting the material covered by the exercises during the absence is made by the lecturer conducting the classes.

Both a student returning from dean's leave and a student repeating a year are required to attend all classes and take the exam. Only if the exam in a given year is graded at least satisfactory (3.0) can a student repeating a year due to a different subject be exempted from the obligation to attend classes and pass and pass the subject.

Approval: Vice-Rector for Education