



Syllabus for academic year: 2020/2021 Training cycle: 2017/2018 - 2022/2023			
Description of the course			
Module/Course	Crisis Resource Management		Group of detailed education results
			Group code D, E, F, G
Faculty	Medicine		
Major	medicine		
Unit realizing the subject	Department of Medical Simulation		
Specialties	not applicable		
Level of studies	Uniform magister studies X * 1 st degree studies <input type="checkbox"/> 2 nd degree studies <input type="checkbox"/> 3 rd degree studies <input type="checkbox"/> postgraduate studies <input type="checkbox"/>		
Form of studies	X full-time <input type="checkbox"/> part-time		
Year of studies	IV	Semester	X Winter <input type="checkbox"/> Summer
Type of course	X obligatory <input type="checkbox"/> limited choice <input type="checkbox"/> free choice / elective		
Course	<input type="checkbox"/> major <input type="checkbox"/> basic		
Language of instruction	<input type="checkbox"/> Polish X English <input type="checkbox"/> other		
* mark <input type="checkbox"/> with an X			
Number of hours			
Form of education			
	Lectures (L)	Seminars (SE)	Auditorium classes (AC)
	Major Classes – not clinical (MC)	Clinical Classes (CC)	Laboratory Classes (LC)
	Classes in Simulated Conditions (CSC)	Practical Classes with Patient (PCP)	Specialist Classes – magister studies (SCM)
	Foreign language course (FLC)	Physical Education obligatory (PE)	Vocational Practice (VP)
	Self-Study (Student's own work)	E-learning (EL)	



Winter Semester														
Direct (contact) education										5				
Online learning (synchronous)										5				
Distance learning (asynchronous)														
Summer Semester														
Direct (contact) education														
Online learning (synchronous)														
Online learning (asynchronous)														
TOTAL per year:														
Direct (contact) education										5				
Online learning (synchronous)										5				
Online learning (asynchronous)														
Educational objectives (max. 6 items) C1. Gaining the ability of team management and decision making in crisis. C2. Developing communicative skills and understanding the principles of communication. C3. Gaining the ability of multidisciplinary teamwork. C4. Gaining the ability of effective resource management in crisis. C5. Understanding the causes of medical errors. C6. Gaining the ability of self-assessment: recognition of limitations, lack of knowledge, and educational needs.														
Education result matrix for module/course in relation to verification methods of the intended education result and the type of class														
Number of course education result	Number of major education result	Student who completes the module/course knows/is able to	Methods of verification of intended education results (forming and summarising)	Form of didactic class <i>**enter the abbreviation</i>										
W 01	D.W5-6. D.W12. D.W18-19. D.W23.	student knows and understands the principles and methods of communication with the patient and his family that are used to build an empathic, trust-based relationship student knows and understands the importance of verbal and non-verbal communication in the process of communication with the patient and the concept of trust in interaction with the patient student knows and understands the role of stress in the etiopathogenesis and course of diseases as well as mechanisms of coping with stress student knows and understands the principles of teamwork student knows and understands cultural, ethnic and national conditions of human behavior	continuous assessment – monitoring of knowledge use	CSC										



		student knows and understands the basics of evidence-based medicine		
W 02	E.W6-7. E.W14. E.W41.	student knows and understands the most common life-threatening conditions in children and the rules of conduct in these states student knows and understands the causes, symptoms, principles of diagnosis and therapeutic procedure in relation to the most common internal diseases occurring in adults and their complications: 1) cardiovascular diseases, including ischemic heart disease, heart defects, endocardial diseases, heart muscle, pericardium, heart failure (acute and chronic), 2) respiratory diseases, including respiratory diseases, bronchial asthma, respiratory failure (acute and chronic), 8) allergic diseases, including anaphylaxis and anaphylactic shock and angioedema, 9) water disorders -electrolyte and acid-base: dehydration, overhydration, electrolyte imbalance, acidosis and alkalosis student knows and understands the causes, symptoms, principles of diagnosis and therapeutic procedure in the most common diseases of the nervous system, including: craniocerebral trauma, in particular brain concussion student knows and understands the possibilities and limitations of emergency laboratory tests	continuous assessment – monitoring of knowledge use	CSC
W 03	F.W1-2. F.W6-8. F.W13. F.W16.	student knows and understands the causes, symptoms, principles of diagnosis and therapeutic procedure in relation to the most common diseases requiring surgical intervention, considering the distinctness of childhood, in particular: 1) acute and chronic abdominal diseases, 2) chest diseases, 3) limb and head diseases, 4) bone fractures and organ injuries student knows and understands selected issues in the field of pediatric surgery, including traumatology and otorhinolaryngology, as well as defects and acquired diseases being the indication for surgical treatment in children student knows and understands the indications and principles of intensive care student knows and understands the guidelines in the field of cardiopulmonary resuscitation of newborns, children and adults student knows and understands the principles of functioning of the integrated system of State Emergency Medical Services student knows and understands the causes, symptoms, principles of diagnosis and therapeutic procedure in the case of the most common central nervous system diseases in the field of: 1) brain edema and its sequelae, with special regard to emergencies, 2) other forms of intracranial narrowness with their consequences, 3) injuries craniocerebral student knows and understands the algorithm of conduct for individual stages of accidental hypothermia and post-traumatic hypothermia	continuous assessment – monitoring of knowledge use	CSC
W 04	G.W17.	student knows and understands the concept of medical error, the most common causes of medical errors and the principles of giving opinions in such cases	continuous assessment – monitoring of knowledge use	CSC



U 01	E.U1-4 E.U7. E.U14. E.U29-30. E.U32. E.U36.	student is able to conduct a medical interview with an adult patient student is able to conduct a medical interview with the child and his family student is able to perform a full and targeted physical examination of an adult patient student is able to conduct a physical examination of a child of all ages student is able to assess the general state of consciousness and patient awareness student is able to recognize states of immediate threat to life student is able to perform basic medical procedures and procedures student is able to assist in carrying out the following medical procedures and procedures: 1) transfusions of blood and blood products, 2) drainage of the pleural cavity, 3) pericardial puncture student is able to plan specialist consultations student is able to deal with injuries	continuous assessment – monitoring of skill management	CSC
U 02	F.U4-11. F.U21-22.	student is able to treat a simple wound, apply and change a sterile surgical dressing; student is able to insert a peripheral puncture student is able to examine nipples, lymph nodes, thyroid gland and abdominal cavity in the aspect of acute abdomen and perform finger examination through the anus student is able to assess the result of radiological examination in the most common types of fractures, especially long bone fractures student is able to perform temporary limb immobilization, choose the type of immobilization necessary for use in typical clinical situations and control the correct blood supply to the limb after applying the immobilizing dressing student can supply external bleeding student is able to perform basic resuscitation procedures with the use of an automatic external defibrillator and other rescue operations and provide first aid student is able to act in accordance with the algorithm of advanced resuscitation activities student is able to assess the condition of an unconscious patient according to international point scales student is able to recognize the symptoms of increasing intracranial pressure	continuous assessment – monitoring of skill management	CSC
U 03	G.U8.	student is able to act in a way that avoids medical errors	continuous assessment – monitoring of skill management	CSC
K 01	D.U4-6.	student creates an atmosphere of trust throughout the diagnostic and treatment process student willingly interviews the adult patient, child and family using the technique of active listening and expressing empathy, and talk with the patient about his life situation student actively informs the patient about the purpose, course and possible risk of the proposed diagnostic or therapeutic activities and obtain his informed consent to undertake these activities	continuous assessment – monitoring of skill management	CSC



K 01	D.U11-13.	student willingly applies psychological interventions in a basic way motivating and supporting student actively communicates with colleagues, providing feedback and support student willingly follows ethical standards in professional activities	continuous assessment – monitoring of skill management	CSC
<p>** L - lecture; SE - seminar; AC – auditorium classes; MC – major classes (non-clinical); CC – clinical classes; LC – laboratory classes; SCM – specialist classes (magister studies); CSC – classes in simulated conditions; FLC – foreign language course; PCP practical classes with patient; PE – physical education (obligatory); VP – vocational practice; SS – self-study, EL – E-learning .</p>				
<p>Please mark on scale 1-5 how the above effects place your classes in the following categories: communication of knowledge, skills or forming attitudes: Knowledge: 4 Skills: 5 Social competences: 5</p>				
Student's amount of work (balance of ECTS points)				
Student's workload (class participation, activity, preparation, etc.)			Student Workload (h)	
1. Contact hours:			5	
2. Online learning hours (e-learning):			5	
3. Student's own work (self-study):			3	
Total student's workload			13	
ECTS points for module/course			0.5	
Comments				
Content of classes (please enter topic words of specific classes divided into their didactic form and remember how it is translated to intended educational effects)				
Lectures				
1.				
Seminars				
1.				
Practical classes				
1. Crisis resource management (CRM). Why we do err?				
2. Non-technical skills and human factors.				
3. Trauma – medical simulation with team debriefing.				
4. Shock – medical simulation with team debriefing.				
5. Transfer – medical simulation with team debriefing.				
Other				
1.				
etc. ...				
Basic literature (list according to importance, no more than 3 items)				
1. Kohn LT, Corrigan JM, Donaldson MS – To Err Is Human: Building a Safer Health System; Committee on Quality of Health Care in America, Institute of Medicine; National Academy of Sciences; 2000; ISBN: 0-309- 51563-7				
2. Reason J – Human error: models and management. BMJ 2000; 320:768–70				
3. Rall M, Dieckmann P – Errors in medicine, patient safety and human factors. Euroanesthesia 2005; Vienna, Austria 28-31 May 2005				
Additional literature and other materials (no more than 3 items)				
1. The European Resuscitation Council Guidelines for Resuscitation 2015				
2. Advanced Life Support – ERC course manual				
3. European Trauma Course – course manual				



<p>Didactic resources requirements (e.g. laboratory, multimedia projector, other...) Fully equipped Emergency Department room or Operating Theatre with high-fidelity adult manikin, adult manikin w/t trauma kit, pregnant manikin, individual precautions (aprons and gloves), fully equipped control room, fully equipped debriefing room.</p>
<p>Preliminary conditions (minimum requirements to be met by the student before starting the module/course) Knowledge of cardiac arrest in special circumstances (The European Resuscitation Council Guidelines for Resuscitation 2015).</p>
<p>Conditions to receive credit for the course (specify the form and conditions of receiving credit for classes included in the module/course, admission terms to final theoretical or practical examination, its form and requirements to be met by the student to pass it and criteria for specific grades) Each absence must be made up, including rector's days or dean's hours. Class credit – passing the continuous assessment (activeness, knowledge, and presentation of acquired skills).</p>

Grade:	Criteria (only for courses/modules ending with an examination)
Very Good (5.0)	presents skills (5/5): 1) task management, 2) situation awareness, 3) team leadership, 4) skilful resources' utilization, 5) effective communication with team members and experts
Good Plus (4.5)	presents skills (4/5): 1) task management, 2) situation awareness, 3) team leadership, 4) skilful resources' utilization, 5) effective communication with team members and experts
Good (4.0)	presents skills (3/5): 1) task management, 2) situation awareness, 3) team leadership, 4) skilful resources' utilization, 5) effective communication with team members and experts
Satisfactory Plus (3.5)	presents skills (2/5): 1) task management, 2) situation awareness, 3) team leadership, 4) skilful resources' utilization, 5) effective communication with team members and experts
Satisfactory (3.0)	presents skills (1/5): 1) task management, 2) situation awareness, 3) team leadership, 4) skilful resources' utilization, 5) effective communication with team members and experts
	Criteria (only for courses/modules ending with e credit)
Credit	Does not apply to the Faculty of Medicine

Grade:	Criteria (examination evaluation criteria)
Very Good (5.0)	
Good Plus (4.5)	
Good (4.0)	
Satisfactory Plus (3.5)	
Satisfactory (3.0)	
Unit realizing the subject	Department of Medical Simulation
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Person responsible for module	Dr. Piotr Koleda
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List of persons conducting specific classes				
Full name	Degree/scientific or professional title	Discipline	Performed profession	Form of classes
Piotr Koleda	MD, PhD	Medical and health sciences / Medical sciences	paediatric surgery specialist	classes in simulated conditions
Mariusz Koral	MSc	Medical sciences	paramedic	classes in simulated conditions


Date of Syllabus development

September 30th, 2020

Syllabus developed by

Dr. Piotr Koleda

Signature of Head of teaching unit


Uniwersytet Medyczny we Wrocławiu
ZAKŁAD SYMULACJI MEDYCZNEJ
p.o. kierownika
dr Piotr Koleda

Signature of Faculty Dean

Wrocław Medical University
Faculty of the
Vice-Dean for Quality Studies

.....prof. Beata Szubiszczanska, PhD