



Syllabus 2018/2019														
Description of the course														
<b>Module/Course</b>	Crisis Resource Management (medical simulation training)										<b>Group of detailed education results</b>			
											<b>Group code</b> B, D, E, F	<b>Group name</b> The scientific basis of medicine; Social and behavioral Sciences; Non-interventional clinical sciences; Interventional clinical sciences		
<b>Faculty</b>	Medicine													
<b>Major</b>	medicine													
<b>Specialties</b>	Not applicable													
<b>Level of studies</b>	Uniform master's studies X * 1 <sup>st</sup> degree studies <input type="checkbox"/> 2 <sup>nd</sup> degree studies <input type="checkbox"/> 3 <sup>rd</sup> degree studies <input type="checkbox"/> postgraduate studies <input type="checkbox"/>													
<b>Form of studies</b>	X full-time X part-time													
<b>Year of studies</b>	4-5			<b>Semester</b>		X Winter or X Summer								
<b>Type of course</b>	<input type="checkbox"/> obligatory <input type="checkbox"/> limited choice <input checked="" type="checkbox"/> free choice / elective													
<b>Course</b>	<input type="checkbox"/> major <input type="checkbox"/> basic													
<b>Language of instruction</b>	<input type="checkbox"/> Polish <input checked="" type="checkbox"/> English <input type="checkbox"/> other													
* mark <input type="checkbox"/> with an X														
Number of hours														
Form of education														
<b>Unit teaching the course</b>	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 – master's studies (SCM)	Foreign language Course (FLC)	Physical Education obligatory (PEL)	Vocational Practice (VP)	Self-Study (Student's own work)	E-learning (EL)
<b>Winter Semester</b>														
Department of Medical Simulation							30							
<b>Summer Semester</b>														



Department of Medical Simulation						30							
<b>TOTAL per year:</b>													
Department of Medical Simulation						30							
<b>Educational objectives (max. 6 items)</b>													
C1. Understanding the causes of medical errors.													
C2. Gaining the ability of team management and decision making in crisis.													
C3. Developing communicative skills and understanding the principles of communication.													
C4. Gaining the ability of effective resource management in crisis.													
C5. Gaining the ability of multidisciplinary teamwork.													
C6. Gaining the ability of self-assessment: recognition of limitations, lack of knowledge, and educational needs.													
<b>The module /course education result matrix in relation to the methods of verification of the intended education result and the type of class</b>													
Number of course education result	Number of major education result	Student who completes the module/course	Methods of verification of intended education results (forming and summarising)	Form of didactic class <i>**enter the abbreviation</i>									
<b>K 01</b>	B.W25.	knows the functions and control mechanisms of human organs and systems including circulatory, respiratory, and urinary system, skin, and understands the existing correlations	continuous assessment – monitoring of knowledge use	CSC									
<b>K 02</b>	B.W30.	knows the correlation between the factors disturbing the balance in vital processes and physiological changes and pathophysiological abnormalities	continuous assessment – monitoring of knowledge use	CSC									
<b>K 03</b>	D.W14. E.W6. E.W38–40. F.W1–3. F.W6. F.W7. F.W10.	is able to explain the most common causes of medical errors	continuous assessment – monitoring of knowledge use	CSC									
<b>K 04</b>	D.W15.	is able to describe the crucial aspects of team management and decision making in crisis	continuous assessment – monitoring of knowledge use	CSC									
<b>K 05</b>	D.W15.	understands the principles and importance of verbal and non-verbal communication	continuous assessment – monitoring of knowledge use	CSC									
<b>S 01</b>	B.U7.	is able to describe physiology changes caused by homeostasis imbalance, especially integrated body response to physical effort, high and low temperature exposure, blood and fluids loss, rapid change of	continuous assessment – monitoring of skill management	CSC									



		body position to vertical, awakening		
<b>S 02</b>	D.U11.	is able to communicate with team members using feedback and supportiveness	continuous assessment – monitoring of skill management	CSC
<b>S 03</b>	D.U15.	is able to work as a team member responsible for timing and correctness of managed tasks, is able to lead the team through common tasks	continuous assessment – monitoring of skill management	CSC
<b>S 04</b>	D.U16.	is able to recognise self-limitations, to analyse deficiencies and educational needs, to plan educational self-activity	continuous assessment – monitoring of skill management	CSC
<b>S 05</b>	E.U16. E.U24. E.U28–30. F.U10. F.U11.	is able to utilise resources effectively	continuous assessment – monitoring of skill management	CSC
<b>S 06</b>	E.U3–4. E.U7. E.U14. E.U24. E.U32.	is able to recognise the need for expert help and call for it	continuous assessment – monitoring of skill management	CSC
<b>S 07</b>	E.U32.	is able to work in a multi-specialised medical team	continuous assessment – monitoring of skill management	CSC

\*\* L - lecture; SE - seminar; AC – auditorium classes; MC – major classes (non-clinical); CC – clinical classes; LC – laboratory classes; SCM – specialist classes (master’s 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 .

Please mark on scale 1-5 how the above-mentioned effects place your classes in the following categories: communication of knowledge, skills or forming attitudes:

Knowledge: **4**

Skills: **5**

**Student's amount of work (balance of ECTS points)**

<b>Student's workload</b> (class participation, activity, preparation, etc.)	<b>Student's workload (h)</b>
1. Contact hours	30
2. Student's own work (self-study)	9
<b>Total student's workload</b>	<b>39</b>
<b>ECTS points for module/course</b>	<b>1,5</b>
Comments	

**Content of classes** (please enter topic words of specific classes divided according to their didactic form and remember how it is translated to intended educational effects)

**Lectures**

- 1.
- 2.
- 3.

**Seminars**

- 1.
- 2.
- 3.



**Practical classes**

1. Crisis resource management (CRM). Why we do err? Non-technical skills and human factors.
2. Assessment of the patient in emergency. Advanced life support.
3. Asthma attack and anaphylaxis – medical simulation with team debriefing.
4. Life-threatening heart rhythm disturbances – medical simulation with team debriefing.
5. Septic shock – medical simulation with team debriefing.
6. Emergencies in pregnancy – medical simulation with team debriefing.
7. Acute coronary syndrome – medical simulation with team debriefing.
8. Hypovolemic shock – medical simulation with team debriefing.
9. Trauma – medical simulation with team debriefing.
10. Hypothermia – medical simulation with team debriefing.

**Other**

- 1.
  - 2.
  - 3.
- etc. ...

**Basic literature** (list according to importance, no more than 3 items)

1. Kohn LT, Corrigan JM, Donaldson MS; Committee on Quality of Health Care in America. *To Err Is Human: Building a Safer Health System*. Washington, DC: National Academy of Sciences, Institute of Medicine, National Academy Press; 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. Euroanaesthesia 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

**Didactic resources requirements** (e.g. laboratory, multimedia projector, etc.)

Fully equipped Emergency Department room 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.

**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).

**Conditions to receive credit for the course** (specify the form and conditions of receiving credit for classes included in the module/course, admission terms for final theoretical or practical examination, its form and requirements to be met by the student to pass it, and the criteria for specific grades)

Attendance to the limit of 10% excused absences. Excused absences should be re-taken by presentation prepared on agreed with teacher topic.

Class credit – passing the continuous assessment (activeness, knowledge, and presentation of



acquired skills).	
<b>Grade:</b>	<b>Criteria</b> (only for courses/modules ending with an examination)
Very Good (5.0)	<b>presents skills (5/5):</b> 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)	<b>presents skills (4/5):</b> 1) task management, 2) situation awareness, 3) team leadership, 4) skilful resources' utilization, 5) effective communication with team members and experts
Good (4.0)	<b>presents skills (3/5):</b> 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)	<b>presents skills (2/5):</b> 1) task management, 2) situation awareness, 3) team leadership, 4) skilful resources' utilization, 5) effective communication with team members and experts
Satisfactory (3.0)	<b>presents skills (1/5):</b> 1) task management, 2) situation awareness, 3) team leadership, 4) skilful resources' utilization, 5) effective communication with team members and experts

**Name and address of module/course teaching unit, contact: telephone and e-mail address**

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**Coordinator / Person responsible for module/course, contact: telephone and e-mail address**

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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 – paediatric surgery specialist, emergency physician, advanced adult and paediatric resuscitation and trauma course instructor and medical director, simulation instructor, educator, classes in simulated conditions (CSC)

**Date of Syllabus development**

July 15<sup>th</sup>, 2018

**Syllabus developed by**

Dr. Piotr Koleda

**Signature of Head of teaching unit**

**Signature of Faculty Dean**

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