



## Information about the subject

**Degree:** Bachelor of Science Degree in Nursing

**Faculty:** Faculty of Medicine and Health Sciences

**Code:** 1212001 **Name:** Emergency Care and Life Support

**Credits:** 6,00 **ECTS Year:** 4 **Semester:** 1

**Module:** Common basic training

**Subject Matter:** Life support **Type:** Elective

**Field of knowledge:** Health sciences

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** English, Spanish

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## Module organization

### Common basic training

Subject Matter	ECTS	Subject	ECTS	Year/semester
Anatomy	6,00	Human and Functional Anatomy	6,00	1/1
Physiology	12,00	Human Physiology	6,00	1/2
		Physiopathology	6,00	2/1
Biochemistry	6,00	Clinical Biochemistry	6,00	1/1
Biostatistic	6,00	Biostatistics and Research Methodology	6,00	1/2
Psychology	6,00	Psychology of Care	6,00	1/1
Pharmacology	6,00	Pharmacology	6,00	2/1
Nutrition	6,00	Nutrition and Dietetics	6,00	2/1
ICT	6,00	ICT	6,00	3/1
English	6,00	English	6,00	1/2
Life support	6,00	Emergency Care and Life Support	6,00	4/1



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1      That students are able to base nursing interventions on scientific evidence and available means.
- R2      Students must be able to recognise life-threatening situations and know how to perform basic and advanced life support manoeuvres.
- R3      That students know the physiopathological processes and their manifestations and the risk factors that determine the states of health and illness in the different stages of the life cycle .
- R4      That students identify the psychosocial responses of people to different health situations (in particular, illness and suffering), selecting the appropriate actions to provide help in these situations.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students have demonstrated possession and understanding of knowledge in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.		X		
CB2	Students are able to apply their knowledge to their work or vocation in a professional way and possess the skills usually demonstrated by developing and defending arguments and solving problems within their area of study.		X		
CB3	Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.		X		
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.		X		
CB5	Students have developed those learning skills necessary to undertake further study with a high degree of autonomy.		X		
GENERAL		Weighting			
		1	2	3	4
CG0	Good Public Speaking.		X		
SPECIFIC		Weighting			
		1	2	3	4
10b	To know pathophysiological processes and their manifestations and the risk factors that determine the health and disease states in the different stages of their vital cycle.				X



11b	11. To identify psychosocial answers to questions of persons facing different health situations (in particular, disease and suffering) selecting the most adequate actions to give help.				X
14b	To recognise situations of vital risk and be able to perform manoeuvres of basic and advanced vital support.				X

## TRANSVERSAL

### Weighting

1 2 3 4

6	To base interventions in nursing on scientific evidence and on the available means.		X		
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## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	60,00%	Theoretical written exams
R1, R2, R3, R4	39,50%	Practical tests and works
R1, R2, R3, R4	0,50%	Attendance and active participation

### Observations

1. Theoretical written tests that will represent between 60% of the total of the final grade. It will be carried out at the end of the semester through a final written test that will consist of multiple choice questions (multiple choice). In multiple choice questions, wrong answers are penalized according to the formula  $A - (E / n - 1)$ , where A corresponds to the number of correct answers, E to the number of errors and n to the number of options for each question.

2. Practical tests and assignments will account for the remaining 40%. Questions will be based on the presentation and follow-up of clinical cases, the presentation of a clinical case, assistance to the simulation, and the completion of the exercises proposed in class or platform will be evaluated by means of a practical exam, as well as a theoretical exam of multiple answers.

It is necessary to pass both tests to pass the course.

**Every assessment tool requires a pass in order to pass the course.**

### Assessment criteria:

In order to pass it is compulsory to:

- o Pass each assessment tool.
- o Overall pass will be 5 over 10

The Project work may be submitted in the second attempt for the course, but not in subsequent enrollments.

### MENTION OF DISTINCTION:

The mention of distinction will be awarded to students who have achieved a score equal to or greater than 9.5. The number of distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (RD 1125/2003).

### DEVELOPMENT OF THE SUBJECT IN THE SECOND AND SUBSEQUENT

#### ENROLLMENTS:

There will be a special group for students who are not enrolling for the first time, and a lecturer will be assigned to this group.





The lecturer in charge of this group will conduct 4 sessions for follow-up and tutoring, lasting 2 hours each.

Content evaluation will consist of a 'test-type' exam based on the presentation of clinical cases. A score of 5 over 10 is needed to pass.

### MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Exposition of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.
- M2 Group work sessions supervised by the teacher. Case study, diagnostic analysis, problems, field study, computer room, visits, data search, libraries, network, Internet, etc. Significant construction of knowledge through student interaction and activity.
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M5 Activities developed in spaces and with specialized equipment.
- M6 Personalized attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc.
- M7 Set of oral and/or written tests used in the initial, formative or summative evaluation of the student.
- M8 Student study: Individual preparation of readings, essays, problem solving, seminars, papers, memoirs, etc. To expose or deliver in the theoretical classes, practical classes and/or small group tutorials. Work done on the university platform ([www.plataforma.ucv.es](http://www.plataforma.ucv.es)).



M9 Group preparation of readings, essays, problem solving, papers, memoirs, etc. To present or deliver in the theoretical classes, practical classes, seminars and/or small group tutorials. Work done on the university platform ([www.plataforma.ucv.es](http://www.plataforma.ucv.es)).

## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Face-to-face class M1, M5	R1, R2, R3, R4	30,00	1,20
Practice Classes M2, M4, M5	R1, R2, R3, R4	7,00	0,28
Seminar M8	R1, R2, R3	4,00	0,16
Exhibition of group works M1	R1	2,00	0,08
Laboratory M2, M5	R1, R2, R3, R4	3,00	0,12
Tutorial M1, M6	R1, R2, R3	12,00	0,48
Evaluation M7	R1, R2, R3, R4	2,00	0,08
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Student's self-employment M4, M8	R1, R2, R3, R4	45,00	1,80
Group work M1, M2, M4, M5, M6, M7, M9	R1, R2, R3, R4	45,00	1,80
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
1	Introduction. General concepts. Critical patient / Urgent Patient. Professional secrecy.
2	Assistance in life support: plan for emergencies, general concepts and actions
3	Urgent care: operation of emergency services (ambulance, helicopter). Triage nurse: Hospital and Extra-hospital emergency.
4	Analgesia and sedation in the critical patient. Complementary tests in urgent care.
5	The ICU: monitoring and specific techniques.
6	Nursing care in the urgent patient with medical pathology: Acute renal failure, respiratory failure, acute myocardial infarction and urgent cardiac pathology.
7	Nursing care in the urgent patient with surgical pathology: hemorrhage, shock.
8	Nursing care in the trauma patient: mobilization, evacuation and transfer. Traffic accident, motorcycle accident (helmet removal)
9	Psychological care in the critical patient. Family support. Communicating bad news. Psychological involvement.
10	Nursing Care in the urgent pediatric patient.
11	Nursing care in basic and advanced CPR



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|----|---|
| 12 | Nursing care in the patient with decreased level of consciousness, poisoning and suffocation. |
| 13 | Emergency care in catastrophes, assistance to multiple victims                                |
| 14 | Clinical simulation: workshop (ECOE)  |



## Temporary organization of learning:

Block of content	Number of sessions	Hours
1	1,00	2,00
2	2,00	4,00
3	2,00	4,00
4	2,00	4,00
5	2,00	4,00
6	3,00	6,00
7	2,00	4,00
8	2,00	4,00
9	2,00	4,00
10	2,00	4,00
11	2,00	4,00
12	2,00	4,00
13	2,00	4,00
14	4,00	8,00



## References

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- Moratal Margarit, R. (2015) Emergencias Extrahospitalarias. Marán
- Moratal Margarit, R. (2007) Procedimientos en emergencias extrahospitalarias. Arán. Madrid.
- Perales Rodriguez de Viguri, N., López Messa, J., Ruano Marco, M. (2007). Manual de Soporte Vital Avanzado 4ª Edición.
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[https://www.madrid.es/UnidadesDescentralizadas/Emergencias/Samur-PCivil/Samur/ApartadosSecciones/01\\_AcercaSAMURProteccionCivil/Ficheros/manualSamur.pdf](https://www.madrid.es/UnidadesDescentralizadas/Emergencias/Samur-PCivil/Samur/ApartadosSecciones/01_AcercaSAMURProteccionCivil/Ficheros/manualSamur.pdf)
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### Completaría

- González Jurado J, Fernández Fernández P, Suarez Bustamante R. Actuación de enfermería en urgencias y emergencias. Aran. 2010.
- Jiménez Murillo L, Montero Pérez FJ. Medicina de Urgencias y emergencias guía diagnóstica y protocolos de actuación. 4ª ed. Barcelona. Elsevier.2010.
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- Millán Soria J, García Bermejo P, Mínguez Platero J, Ruiz López JL. Manual de Técnicas para el médico de urgencias. Valencia. La Ribera Departamento de Salud. 2009
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- Amezcu Sánchez A, Cachinero Murillo A,. Manual de rutas de cuidados al paciente adulto. Rutas del cuidados al paciente adulto en urgencias y hospitalización médica. Madrid. Enfo Ediciones. 2012.



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:

#### **VIRTUAL HOSPITAL**

##### **SEMI-PRESENTIALITY SITUATION**

The dates and sessions are kept, the group of students is divided into 2 in the Center itself, doing the same practices, but in 2 different rooms and with two responsible instructors. The evaluation will normally be carried out through the proposed checklist.

##### **SITUATION OF NO PRESENTIALITY**

The dates and sessions are kept, each subgroup is added to their session through the TEAMS platform. It will work through the visualization of videos, resolution of clinical cases (with active participation), and kahoot-type activities. The evaluation will be carried out by completing the planned checklist, but with the support of the clinical cases worked on and





uploaded as attachments, together with the responses recorded in the online activities and participation in the session to validate the items.

## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:



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# Course guide

Year 2023/2024

1212001 - Emergency Care and Life Support

