

## Elective Subject (Academic year 2025-2026)

**Name SUBJECT: INTRODUCTION TO NURSING IN OUT-OF-HOSPITAL URGENCIES AND EMERGENCIES**

**Code:**

**Type of subject (character): FACE-TO-face**

**Responsible centre: FACULTY OF NURSING, PHYSIOTHERAPY AND PODIATRY**

**Credits: 3**

**Number of places offered: 30**

	Total (32%)	Theory	Internship	Other
<b>Face-to-face hours</b>	24	19	4	1

**Proposed schedule and schedule (optional): MONDAY FROM 1:30 p.m. to 2:30 p.m. (morning group) and from 2:30 p.m. to 3:30 p.m. (afternoon group).**

**Student profile (Bachelor's degrees offered, if applicable)**

Nursing (3rd and 4th year students)

### BRIEF DESCRIPTOR

Address patient care in life-threatening situations to complete the knowledge of future professionals.

### OBJECTIVES

#### GENERAL

To complement the knowledge and skills of nursing students in the care of patients in serious situations in order to increase the quality and safety of nursing practice in emergencies and disasters.

#### SPECIFIC

- Differentiate between the concepts of urgency, emergency and catastrophe.
- Prioritize, organize, and manage healthcare effectively through triage.
- Describe the organization of urgent and emergency services.
- Understand how the Urgent Care and Emergency Coordination Center (CCU) works.
- Know the equipment and communication systems in an Emergency Medical Service (EMS).
- Describe the main characteristics of medical transport: transport devices, pathophysiology.
- Incorporate criteria for choosing the most appropriate means of medical transport for the patient's situation.
- Apply up-to-date basic and advanced CPR techniques at all ages.
- Training in the use of the Automated External Defibrillator (AED).

## KNOWLEDGE, SKILLS AND COMPETENCIES

### KNOWLEDGE:

- Learn and differentiate the concepts of urgency, emergency and catastrophe.
- Learn initial and secondary assessment in emergency situations.
- Understand the organisation and functioning of emergency services, including some of their action protocols.
- Know the different means of medical transport, their characteristics and their suitability according to the type of emergency.
- Understand life-threatening situations and learn to perform basic and advanced life support manoeuvres in adults.
- Initiation in the use of VMI.
- Acquire basic knowledge of electrocardiography and its clinical application.

### SKILLS:

- Manage the use of medical transport, adapting it to the real needs of the patient.
- Establish priorities in the management of critical patients.
- Apply BLS and ALS techniques in adults: ability to manage the airway, difficult airway management, skill in establishing venous and/or intraosseous access.
- Organise and prioritise care in MVI scenarios: triage.
- Recognise normal and pathological patterns in the electrocardiogram.
- Adopt measures to ensure patient safety, privacy and dignity.

### COMPETENCIES:

- Act in accordance with the code of ethics in all matters relating to ethical decision-making, the protection of human rights and standards of social behaviour.
- Recognise life-threatening situations and know how to perform basic and advanced life support manoeuvres in adults.
- Lead teams and take the initiative in the management of critical incidents.
- Create and maintain a safe care environment.
- Know how to work in collaboration with other professionals in risk environments.
- Know how to manage stressful situations and promote well-being in challenging scenarios.
- Have the knowledge to make ethical decisions and set priorities for care in MVI scenarios.
- Clearly inform the patient and/or relatives about the entire care process: application of techniques, administration of medication, patient condition, transfer to hospital if necessary.

## LEARNING OUTCOMES

Once the subject has been completed, the student will be able to:

- Recognize and distinguish urgent, emergency and disaster situations.
- Prioritize situations, solve problems, and make decisions in the care of patients in critical and emergency situations.
- Handle, with skill and safety, the therapeutic means to preserve life with the least possible sequelae in the event of a sudden adverse event or dangerous situation that compromises the person.
- Provide comprehensive care to the person, to solve individually or as members of a multidisciplinary team, the health problems that affect them at the time of the emergency and in their immediate future.
- Effectively apply techniques, protocols and treatments in the field of basic and advanced cardiopulmonary resuscitation, at all ages.
- Work as a team, contributing their knowledge in the field of urgencies and emergencies.
- Manage healthcare resources with efficiency and quality criteria.

## TEACHING ACTIVITIES (theoretical, practical, seminars, workshops, etc.)

The subject will be developed through the presentation of master classes, workshops, collaborative work in class and online activities. The specific content of each topic will be complemented by audiovisual media.

### AGENDA/ CONTENTS

#### THEORETICAL BLOCK:

**MODULE 1: BASIC CONCEPTS IN URGENCIES AND EMERGENCIES.**

**MODULE 2: COMPREHENSIVE URGENT AND EMERGENCY SERVICE.**

**MODULE 3: MEDICAL TRANSPORT.**

**MODULE 4: BASIC AND ADVANCED LIFE SUPPORT FOR ADULT PATIENTS.**

**MODULE 5: MULTIPLE CASUALTY INCIDENT IMV.**

#### THEORETICAL-PRACTICAL BLOCK:

**ACTIVITY 1: Electrocardiography workshop.**

**ACTIVITY 2: SVA: Advanced Airway Management and Difficult Airway.**

**ACTIVITY 3: VAS: Venous access. Intraosseous route.**

### EVALUATION

It will be an ongoing assessment throughout the course. 30% of the final grade will be obtained from face-to-face activities and 70% from the final exam. Attendance at the workshops is MANDATORY.

### BIBLIOGRAPHY / INTERNET RESOURCES

- 2021 CERC/ERC/AHA CPR Guidelines. Latest recommendations. Available in:  
<https://www.emergencyglobalsystem.com/nuevas-guias-erc-2021-recomendaciones-consejo-europeo-resucitacion/>  
<https://2evs.co/guias-aha-2020-adultos-novedades/>
- Gary R. Strange, William R. Ahrens, and Steven Lelyveld. Pediatric Emergency Medicine. Mexico City. MacGraw-Hill Inter-American. 1998.
- Jimenez Murillo & Montero Perez: Emergency Medicine: Diagnostic guide and action protocols. 6th edition, Elsevier ed, 2018.
- Nursing care. In out-of-hospital care. EPES 2017. Available in:  
[https://www.amazon.es/cloudrive/share/tPfd74ROD9rolf0rzYWU176kdpf8AaFpEz4gfYYjiOL?\\_encoding=UTF8&%2AVersion%2A=1&%2Aentries%2A=0&mgh=1](https://www.amazon.es/cloudrive/share/tPfd74ROD9rolf0rzYWU176kdpf8AaFpEz4gfYYjiOL?_encoding=UTF8&%2AVersion%2A=1&%2Aentries%2A=0&mgh=1)
- Recommendations of the SEMES-SVAE Working Group
- SUMMA Nursing Manual and Procedures 112.
- Alvarez Leiva. Manual for Attention to Multiple Victims and Disasters. Ed. Arán.
- Alvarez Leiva. Health care for multiple victims and disasters. Samu Editorial.
- SAMUR-PC.2018 Procedures Manual.
- Urgent and Emergency Assistance Guide. SEMESTERS. Castilla la Mancha.
- Spanish Society of Emergency Medicine <http://www.semes.org/>
- Spanish Society of Nursing in Emergencies and Emergencies  
<http://www.enfermeriadeurgencias.com/>
- Emergency Nurses Association <http://www.ena.org/>
- <https://www.urgenciasyemergen.com/libros-y-manuales/>
- <https://semesmadrid.es/manuales-de-urgencias/>

**NEW PAGES WILL BE INTRODUCED**

## **TEACHING STAFF\***

Teacher in charge (coordinator): Jacinto Gómez Higuera

Collaborating professors: Carmen Cardós Alonso and M<sup>a</sup> José González Sanavia

Department: Nursing.