COURSE DESCRIPTION –
Insertion of a Short Peripheral Venous Cannula under Ultrasound Guidance

Academic year 2025/2026

Course title in	**Polish**	**Doskonalenie kompetencji poprzez symulacje kliniczne**
	English	Enhancing competencies through clinical simulations

1. LOCATION OF THE COURSE WITHIN THE SYSTEM OF STUDIES

1.1. **Field of study/Course name**	Insertion of a Short Peripheral Venous Cannula under Ultrasound Guidance
1.2. **Course Syllabus prepared by**	dr Marta Kordyzon, PhD in Health Sciences
1.3. **Contact details**	marta.kordyzon@ujk.edu.pl

2. GENERAL COURSE CHARACTERISTICS

2.1. **Language of Instruction**	English
2.2. **Prerequisites ***	Ability to work in a team and openness to feedback. Knowledge of educational processes. Communicative proficiency in English.

3. DETAILED COURSE CHARACTERISTICS

3.1. Form of Instruction		Lectures, practical classes
3.2. Place of Instruction		Lectures - online Practical classes - teaching facilities of the Medical Simulation Centre (CSM UJK)
3.3. Form of assessment		Credit with grade
3.4. Teaching Methods		1. Expository method: informational lecture using multimedia presentations. 2. Practical methods: medical simulation (prebriefing, group work, debriefing), elements of gamification
3.5. Bibliography	**Required reading**	1. Campbell, Suzanne Hetzel. Scenarios for Nursing Educators, Third Edition: Making It Real.Springer Publishing Co Inc.2017 2. Traci L. Thoureen, Sara B. Scott. Emergency Medicine Simulation Workbook: A Tool for Bringing the Curriculum to Life, 2nd edition. Publishing House John Wiley and Sons Ltd, April 2022 3. Shahid, S., Thomas, .Situation, Background, Assessment, Recommendation (SBAR) Communication Tool for Handoff in Health Care – A Narrative Review. Saf Health 4, 7 (2018). https://doi.org/10.1186/s40886-018-0073-1
	Further reading	1. Yun, J., Lee, Y.J., Kang, K. et al. Effectiveness of SBAR-based simulation programs for nursing students: a systematic review. BMC Med Educ 23, 507 (2023). https://doi.org/10.1186/s12909-023-04495-8 2. Koukourikos K, Tsaloglidou A, Kourkouta L, Papathanasiou IV, Iliadis C, Fratzana A, Panagiotou A. Simulation in Clinical Nursing Education. Acta Inform Med. 2021 Mar;29(1):15-20.

		doi: 10.5455/aim.2021.29.15-20. PMID: 34012208; PMCID: PMC8116070. 3. Elendu C, Amaechi DC, Okatta AU, Amaechi EC, Elendu TC, Ezeh CP, Elendu ID. The impact of simulation-based training in medical education: A review. Medicine (Baltimore). 2024 Jul 5;103(27):e38813. doi: 10.1097/MD.0000000000038813. PMID: 38968472; PMCID: PMC11224887.

4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

a. Course objectives (by form of instruction)

Lectures:

C1. To provide knowledge of basic concepts in medical simulation, including prebriefing, simulation scenarios, debriefing, interprofessional simulation, and standardized patients.

C2. To present the importance of effective communication within medical teams in relation to patient safety and work efficiency, including practical application of communication protocols.

C3. To develop competencies in critical thinking and analysis of scientific and clinical data necessary for designing simulation scenarios.

Practical classes:

C1. To develop skills in preparing and conducting medical simulations using available tools and simulators.

C2. To develop skills in conducting debriefings and providing precise and constructive feedback.

C3. To develop the ability to make independent and responsible professional decisions in accordance with ethical principles and current scientific and clinical knowledge in the process of designing and conducting medical simulations.

b. Course content (by form of instruction)

Lectures:

1. Introduction to simulation.
2. Fundamentals of medical simulation.
3. Prebriefing and simulation scenarios – the role of educators during simulation-based classes at different fidelity levels.
4. Principles of debriefing.
5. Rules and standards applicable in medical simulation.
6. The importance of interprofessional simulation.

Practical classes:

1. Designing a medical simulation scenario – from needs analysis to implementation.
2. Debriefing – practical skills in conducting discussions addressing key issues such as communication and error analysis.
3. Team communication – practical application of the SBAR protocol as a tool for effective and safe communication.

a. Intended learning outcomes

	Upon successful completion of the course, the student
W01	knows basic concepts of medical simulation, including prebriefing, simulation scenarios, debriefing, interprofessional simulation, and standardized patients.
W02	understands the importance of effective communication in an interprofessional medical simulation environment.
U01	is able to prepare and conduct medical simulations using available tools and simulators.
U02	is able to analyse and evaluate the course of a medical simulation and participants' competencies through debriefing and precise feedback.
K01	is able to critically evaluate own actions and provide constructive feedback to team members while respecting cultural and worldview differences.
K02	is able to make independent and responsible professional decisions guided by professional ethics and current scientific and clinical knowledge, with concern for patient welfare and personal professional development.

b. Methods of assessment of the intended learning outcomes

Teaching outcomes (code)	Method of assessment (+/-)																					
	~~Exam oral/written*~~			Written assessment			Practical assessment			~~Effort in class*~~			~~Self-study*~~			~~Group work*~~			~~Other (please specify) *~~		
	Form of classes			*Form of classes*			*Form of classes*			*Form of classes*			*Form of classes*			*Form of classes*			*Form of classes*		
	L	*PC*	...	*L*	*PC*	...	*L*	*PC*	...	*L*	*PC*	*PC*	*L*	*PC*	...	*L*	*PC*	...	*L*	*PC*	...
W01				+																	
W02				+																	
U01								+													
U02								+													
K01								+													
K02								+													

**delete as appropriate*

c. Criteria for Assessing Learning Outcomes

Form of classes	Grade	Criterion of assessment

lecture (L)	3	Demonstrates knowledge of the course content at the level of 61%–68%.
	3,5	Demonstrates knowledge of the course content at the level of 69%-76%
	4	Demonstrates knowledge of the course content at the level of 77%-84%
	4,5	Demonstrates knowledge of the course content at the level of 85%-92%
	5	Demonstrates knowledge of the course content at the level of 93%-100%
Practical classeS (PC)	3	Practical task performance at the level of 61%-68%
	3,5	Practical task performance at the level of 69%-76%
	4	Practical task performance at the level of 77%-84%
	4,5	Practical task performance at the level of 85%-92%
	5	Practical task performance at the level of 93%-100%

c. BALANCE OF ECTS CREDITS – STUDENT'S WORK INPUT

Category	Student's workload	
	Full-time Studies	**Part-time Studies**
DIRECT PARTICIPATION (CONTACT HOURS WITH INSTRUCTOR)	**-**	**28**
Participation in lectures	-	10
Participation in classes/practical classes	-	18
STUDENT'S INDEPENDENT WORK (NON-CONTACT HOURS)	**-**	**-**
Preparation for the lecture	-	-
Preparation for classes/practical classes	-	-
TOTAL NUMBER OF HOURS	**-**	**28**
ECTS CREDITS for the course of study	**-**	**1**

**delete as appropriate*

Approved for implementation (date and signatures of course instructors for the given academic year)

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