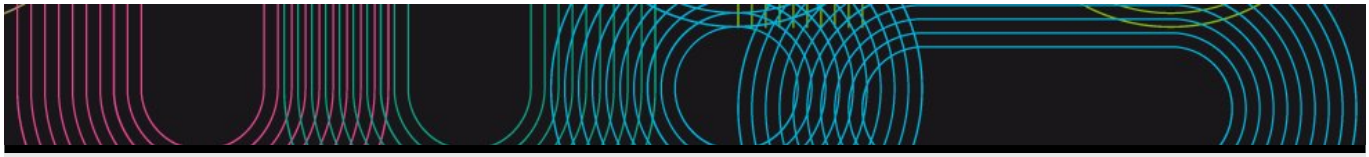

IDENTIFYING DATA				
Lifesaving and its teaching				
Subject	Lifesaving and its teaching			
Code	P02G050V01912			
Study programme	(*)Grao en Ciencias da Actividade Física e do Deporte			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	3rd	1st
Teaching language	#EnglishFriendly Spanish Galician			
Department				
Coordinator	Barcala Furelos, Roberto Jesús			
Lecturers	Barcala Furelos, Roberto Jesús			
E-mail	roberto.barcala@uvigo.es			
Web	http://http://remoss.webs.uvigo.es/			
General description	(*)Materia para a formación especializada en salvamento e socorrismo acuático e nos primeros auxilios.			

Competencies	
Code	
A1	Students will have shown they have sufficient knowledge and understanding of an area of study, starting after completion of general secondary education, and normally reaching a level of proficiency that, being mostly based on advanced textbooks, will also include familiarity with some cutting-edge developments within the relevant field of study.
A2	Students will be able to apply their knowledge and skills in their professional practice or vocation and they will show they have the required expertise through the construction and discussion of arguments and the resolution of problems within the relevant area of study.
A3	Students will be able to gather and interpret relevant data (normally within their field of study) that will allow them to have a reflection-based considered opinion on important issues of social, scientific and ethical nature.
A4	Students will be able to present information, ideas, problems and solutions both to specialist and non-specialist audiences.
A5	Students will acquire the learning skills that are required to pursue further studies with a high degree of independence.
B3	Knowledge and compression of the physiological factors and biomechanics that determine the practice of the physical activity and the sport
B11	Knowledge and comprehension of the ethical beginning necessary for the correct professional exercise.
B20	Aptitude to identify the risks that stem for the health of the practice of physical inadequate activities.
B23	Aptitude to select and to be able to use the material and sports equipment adapted for every type of activity.
B24	Action inside the ethical beginning necessary for the correct professional exercise.
B25	Skill of leadership, capacity of interpersonal relation and teamwork.
B26	Adjustment to new situations, the resolution of problems and the autonomous learning.
C1	Aptitude to design, to develop and evaluate the processes of education - learning relative to the physical activity and the sport with attention to the individual and contextual characteristics of the persons.
C10	Aptitude to identify the risks, which stem for the health of the sportsmen, of the inadequte practice of physical activities in the context of the sports training
C15	Aptitude to identify the risks that stem for the health of the development of the physical inadequate activities between the population who realizes physical practice orientated to the health
C17	Aptitude to plan, to develop and control the accomplishment of programs of physical - sports activities orientated to the health
C23	Aptitude to identify and value the risks that could stem from the use of the equipments and sports facilities
C26	Aptitude to select the material and sports equipment adapted for every type of physical - sports recreative activity
C29	Aptitude to identify the risks that stem for the health, of the practice of physical inadequate activities in the medical instructors of physical - sports recreative activity

Learning outcomes			
Expected results from this subject	Training and Learning Results		
New	A1	B3	C1
	A2	B11	C10
	A3	B20	C15
	A4	B23	C17
	A5	B24	C23
		B25	C26
		B26	C29

Contents	
Topic	
1.- The prevention of accidents in the physical activity and the education. Installations and natural aquatic spaces.	1.1. Prevention of accidents in natural aquatic spaces. 1.2. Warn accidents or situations of emergency in aquatic installations, looking after the security of the users.
2.- Lifesaving and first aids in sports sciences	2.1. First responder in incidents in aquatic enviroments. Behaviours for prefention. 2.2. Drowning grades 2.2. ABCD approach 2.3. Cardiopulmonary resuscitation 2.4. Airway obstruction 2.5. Treatment of the traumatic patient 2.6. First aids for lifeguards and first responders. 2.7. First aids in Covid-19 Era
3.- Lifesaving - water rescue	3.1. Rescue of rugged in natural aquatic spaces. 3.2. Rescue of people in case of accident or situation of emergency in aquatic installations.
4.- Didactic of lifesaving	4.1. Process of education learning of the skills of swimming adapted to lifesaving. 4.2. Process of education learning of the mechanisms of prevention. 4.3. Process of education learning of the skills of a water rescue. 4.4. Process of education learning of the first aids.

Planning			
	Class hours	Hours outside the classroom	Total hours
Workshops	10	7.5	17.5
Simulation	11.5	20	31.5
Mentored work	0	40	40
Lecturing	10	0	10
Simulation or Role Playing	20	0	20
Project	1	29	30
*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.			

Methodologies	
	Description
Workshops	Workshops for the learning of skills and technical referred to the content of the subject (essentially practical. The workshops of aquatic rescue will make in natural aquatic scenarios-beach or river)
Simulation	Clinical simulation of cases of study (virtual or not) of the contents of the subject (so much in beach as in swimming pool).
Mentored work	Supervised work/paper referred to the last block of contents of the subject. The student will have to elaborate a paper to way of project for the training in some community of the education, sport or rescue of each one of the units of the formative modules of lifesaving law document.
Lecturing	Presentation of the contents of the subject (virtual or not)

Personalized assistance	
Methodologies	**Description**
Lecturing	The academic content will be available in Faitic, and will attend academic queries on the doubts of each content. This personalised attention will be through *tutorías virtual and/or face-to-face.
Mentored work	The supervise work will consist in the preparation of a dossier that will be presented in the shape of the project . The work will have a relation to the last subject of the contents. The students will receive support by part of the educational (telematic or face-to-face) for the correct follow-up of this work.

Assessment

	Description	Qualification	Training and Learning Results		
Simulation or Role Playing	It will present a clinical case linked to any of the contents of the matter (prevention, surveillance, rescue or first helps or combination of varied) to be resolved of individual form or in group.	80	A1 A2 A3 A4 A5	B3 B11 B20 B23 B24 B25 B26	C1 C10 C15 C17 C23 C26 C29
Project	Preparation and presentation of a project for the education of any of the modules of the certificates of professionalism linked to the *socorrismo and/or project for the education of some content associated in some population linked to the sport or the education	20	A2 A3 A4	B26	C1

Other comments on the Evaluation

Student assessment will be essentially practical. The theoretical contents will be evaluated and integrated in the practical simulation.If the simulation makes in group, the evaluation always will be individual.The presentation of the project will be able to be individual until a maximum of 5 participants. In the case to be grupal project , all the participants will receive the same qualification and therefore weighting in the project. Will be necessary to reach at least 50% of the percentage for each one of the two proofs of evaluation (approve the two parts). If it suspends a part, will not CONSERVE THE QUALIFICATION FOR THE FOLLOWING ANNOUNCEMENT OF THE PROOF OF SIMULATION Or ROLE PLAYING.

Sources of information

Basic Bibliography

Biernes, J., **Handbook on Drowning Prevention, Rescue, Treatment**, 978-3-540-29656-0, Springer, 2014

Fernández F., Palacios J., Barcala R, Oleagordia A., **Primeros auxilios y socorrismo acuático. Prevención e intervención**, 9788497326490, Paraninfo, 2008

David Szpilman, M.D., Joost J.L.M. Bierens, M.D., Ph.D., Anthony J. Handley, M.D., and James P. Orlo, **Drowning**, 10.1056/NEJMra1013317, N Engl J Med, 2012

Complementary Bibliography

PUBMED,

SCOPUS,

Recommendations

Subjects that continue the syllabus

Physiology: Exercise physiology 1/P02G050V01104
Specialisation in individual sports/P02G050V01907

Other comments

It recommends that the students have of neoprene since the practices will make in half natural.
It recommends that if pre-exist some condition of health that can suppose a risk for the intense aquatic activities and extreme (like cardiopathies, epilepsy, vertigos, etc) opt by another matter with less risk or evaluate his risk by means of medical advice.
If the student that presents some pathology that could be potentially dangerous for this matter, would have to put in contact with the service of prevention of labour risks so that together with the educational can adopt the specific preventive measures for the personal situation.
This matter supposes an intense practical activity in unstable means. The student in his contract has to value his capacities and physical limitations, as well as his level of previous swimming.

Contingency plan

Description

=== EXCEPTIONAL MEASURES SCHEDULED ===
In front of the uncertain and unpredictable evolution of the sanitary alert caused by the COVID-19, the University of Vigo establishes an extraordinary planning that will activate in the moment in that the administrations and the own institution determine it attending to criteria of security, health and responsibility, and guaranteeing the teaching in a no face-to-face stage or partially face-to-face. These already scheduled measures guarantee, in the moment that was prescriptive, the development of the teaching of a more agile and effective way when being known in advance (or with a wide *antelación) by the students and the professors through the tool normalised and institutionalised of the educational guides.

=== ADAPTATION OF THE METHODOLOGIES ===
Educational Methodologies that keep
keep all the methodologies.

Educational methodologies that modify
will be able to adapt to a virtual form through the remote campus or telematic means in the function of the indications of the sanitary authorities on the capacity or the face to face of the academic activity.

Mechanism no face-to-face of attention to the students
Will make through the remote campus (virtual dispatch) or of telematics (zoom, skype, teams or another).

Modifications (if they proceed) of the contents to give
do not modify (would happen to develop on-line by means of video or simulation)

Additional Bibliography to facilitate the car-learning
general Bibliography

Other modifications
does not apply

=== ADAPTATION OF THE EVALUATION ===
* Test already made
keep.

* Pending proofs that keep
keep

* Proofs that modify
do not modify - would become telematic and individual but without need to modify

* New proofs
does not apply

* Additional Information
does not apply