



## Teaching Guide

Identifying Data					2015/16
<b>Subject (*)</b>	Xestión dos recursos materiais e humanos sociosanitarios en catástrofes		<b>Code</b>	750487012	
<b>Study programme</b>	Mestrado Universitario en Investigación, Ordenación e Avaliación de Servizos Sociosanitarios				
Descriptors					
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>	
Official Master's Degree	2nd four-month period	First	Optativa	3	
<b>Language</b>	SpanishGalicianEnglish				
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Ciencias da Saúde				
<b>Coordinador</b>	Novo Casal, Maria del Carmen		<b>E-mail</b>	carmen.novo@udc.es	
<b>Lecturers</b>	Novo Casal, Maria del Carmen		<b>E-mail</b>	carmen.novo@udc.es	
<b>Web</b>					
<b>General description</b>					

## Study programme competences

Code	Study programme competences
A2	Ser capaz de escoller e aplicar a metodoloxía de investigación máis adecuada, cualitativa ou cuantitativa, en función da pregunta de investigación plantexada.
A5	Ser capaz de identificar mediante a búsqueda en bases de datos bibliográficas as investigacións que se están a realizar no eido sociosanitario e recoñecer as potenciais liñas de investigación futura, propoñendo deseños de investigación en este campo específico.
A6	Demostrar capacidade para interpretar e utilizar literatura científica, e informes sobre resultados de investigación.
A8	Ser capaz de demostrar coñecementos e habilidades na construción e validación de instrumentos de medición bio-fisiolóxica e psico-social.
A10	Demostrar capacidade para liderar unha equipa de saúde, promovendo actitudes de colaboración, consenso, negociación e resolución de conflitos.
A11	Desenvolver espírito crítico para analizar e comparar os diversos modelos organizativos.
A12	Ser capaz de identificar aspectos de influencia significativa na análise externa e interna de unha organización sociosanitaria.
A13	Ser capaz de extrapolar de un escenario sociosanitario unha realidade determinada e proxectar unha mellora concreta.
A14	Ser capaz para analizar e desplegar as liñas estratéxicas de un servizo sociosanitario.
A15	Ser capaz de deseñar e xestionar a posta en marcha de intervencións innovadoras no ámbito da ordenación e da avaliación dos servizos sociosanitarios.
A17	Adquirir os coñecementos necesarios para participar na toma de decisións e na ordenación e avaliación das institucións sociosanitarias como responsables de servizos ou unidades.
A19	Adquirir os coñecementos necesarios para participar nos procesos de ordenación e avaliación dos servizos sociosanitarios.
A20	Ser capaz de fundamentar a xestión de conflitos no ámbito sociosanitario.
A21	Ser capaz de identificar e aplicar o marco normativo vixente que regula a prestación de servizos sociosanitarios.
A22	Coñecer os últimos avances en investigación e xestión no eido sociosanitario.
B1	Aprender a aprender.
B2	Resolver problemas de forma efectiva.
B3	Aplicar un pensamento crítico, lóxico e creativo.
B4	Traballar de forma autónoma con iniciativa.
B5	Traballar de forma colaborativa en unha equipa interdisciplinar.
B6	Comportarse con ética e responsabilidade social como cidadano e como profesional.
B8	Capacidade de análise e síntese.
B9	Capacidade para aplicar os coñecementos na práctica.
B10	Capacidade para adaptarse ás situacións novas.
B11	Capacidade e habilidade de xestión da información.



B12	Capacidade para organizar e planificar.
B21	Implicación na calidade e búsqueda da excelencia.
B22	Capacidade para motivarse e motivar a outros.
B23	Habilidade para desenvolver estratexias para traballar nun contexto internacional.
B24	Fomentar e aplicar os dereitos fundamentais e a igualdade entre homes e mulleres.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C5	Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes			
Learning outcomes	Study programme competences		
Know the concept of Catastrophe and his differentiation go in other emergencies, his priorities and results.	AC2	BC1	CC2
	AC5	BC2	CC3
	AC6	BC3	CC4
	AC8	BC4	CC5
	AC10	BC5	CC6
	AC11	BC6	CC7
	AC12	BC8	CC8
	AC13	BC9	
	AC14	BC10	
	AC15	BC11	
	AC17	BC12	
	AC19	BC21	
	AC20	BC22	
	AC21	BC23	
AC22	BC24		
Know the concept of security, prevention, humanitarian and sanitary assistance.	AC2	BC1	CC2
	AC5	BC2	CC3
	AC6	BC3	CC4
	AC8	BC4	CC5
	AC10	BC5	CC6
	AC11	BC6	CC7
	AC12	BC8	CC8
	AC13	BC9	
	AC14	BC10	
	AC15	BC11	
	AC17	BC12	
	AC19	BC21	
	AC20	BC22	
	AC21	BC23	
AC22	BC24		



Gestion Of human and material resources.	AC2	BC1	CC2
	AC5	BC2	CC3
	AC6	BC3	CC4
	AC8	BC4	CC5
	AC10	BC5	CC6
	AC11	BC6	CC7
	AC12	BC8	CC8
	AC13	BC9	
	AC14	BC10	
	AC15	BC11	
	AC17	BC12	
	AC19	BC21	
	AC20	BC22	
	AC21	BC23	
	AC22	BC24	
Centres of coordination. The distinct organisms involved in the catastrophe. Selection of victims, evacuation and treatments. Personal formed and specialized.	AC2	BC1	CC2
	AC5	BC2	CC3
	AC6	BC3	CC4
	AC8	BC4	CC5
	AC10	BC5	CC6
	AC11	BC6	CC7
	AC12	BC8	CC8
	AC13	BC9	
	AC14	BC10	
	AC15	BC11	
	AC17	BC12	
	AC19	BC21	
	AC20	BC22	
	AC21	BC23	
	AC22	BC24	

Contents	
Topic	Sub-topic
1. CONCEPTUAL BASES And THERAPEUTIC OBJECTIVES. MEANING OF The WORD CATASTROPHE And His DISTINCT ACEPCIONS.	Reflections envelope to better way to do regarding the threats. Challenges stop the management of the help.
2. SANITARY ASSISTANCE IN The CATASTROFES. TYPES OF SANITARY EMERGENCIAS. TYPES OF SELECTION OF VICTIMAS.	The DISTINCT TYPES OF SANITARY EMERGENCIAS.
3. CATASTROPHE And GLOBALIZATION. TYPES OF REAL EMERGENCIAS. HUMANITARIAN And SANITARY ASSISTANCE.	Paradigm of security as the protection of health and the protection of humanitarian aid
4. XESTION OF PROBLEMS THAT EXPOSES A CATASTROPHE.	The origin, the magnitude and the gravity of the Catastrophe how elements that exposes a catastrophe.
5. HUMAN And MATERIAL RESOURCES	MANAGEMENT DOS HUMAN And MATERIAL RESOURCES IN A CATASTROPHE

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours



Workbook	A2 A5 A6 A8 A10 A11 A12 A13 A14 A15 A17 A19 A20 B1 B2 B3 B4 B5 B6 B8 B9 B10 B11 B12 B21 B22 B23 B24 C2 C3 C4 C5 C6 C7 C8	1	1	2
Guest lecture / keynote speech	A8 A10 A11 A12 A13 A14 A15 A17 A19 A20 A21 A22 B1 B2 B3 B4 B5 B6 B8 B9 B10 B11 B12 B23 B24 C2 C3 C4 C5 C6 C7 C8	5	15	20
Supervised projects	A2 A5 A6 A8 A10 A13 A14 A15 A17 A19 A20 A21 A22 B1 B5 B6 B8 B9 B10 B11 B12 B21 B22 B23 B24 C2 C3 C4 C5 C6 C7 C8	5	17	22
Case study	A8 A10 A11 A12 A13 A14 A15 A17 A19 A20 A21 A22 B1 B2 B3 B4 B5 B6 B10 B11 B12 B21 B22 B23 B24 C2 C3 C4 C5 C6 C7 C8	10	19	29
Personalized attention		2	0	2
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Workbook	They are a group of texts and documentation writing that collected and edited how source of profundización in the contained worked.
Guest lecture / keynote speech	Oral exhibition supplemented with the use of audiovisual means and the introduction of any questions directed to the students, with the aim to transmit knowledges and facilitate the learning. The kind maxistral is also known how "conference", "expository method" or "masterful lesson". This last modality sound to reserve it a special type of lesson imparted by a professor in special occasions, with a contained that supposes an original manufacture and based in the almost exclusive use of the word how road of transmission of the information to the audience.
Supervised projects	Methodology designed to promote the autonomous learning of the students, low the guardianship of the professor and in escenario varied (academics and professionals). It is referred prioritariamente to the learning of the "how to do things". It constitutes an option based in the asunción put students of the responsibility by the his propio learning. This system of teaching bases in two basic elements: the independent learning of the students and the tracking of this learning put professor-titor. - Poderan Be individual works or in group. - The groups estaran compounds by 3-5 students. - The sua realization and mandatory and computes 50%



Case study	<p>Methodology where the subject confronts in front of the description of a specific situation that rises a problem that has to be comprised, valued and resolved by a group of people, through one process of discussion. The student situates in front of a concrete problem (case), that describes him a real situation of the professional life, and owes to be able to analyze a series of facts, referents it a particular field of the knowledge or of the action, to arrive the a decision reasoned through one process of discussion in small groups of work.</p> <ul style="list-style-type: none"> <li>- The groups estaran compounds of 3-5 students.</li> <li>- The realizacion of this activity and mandatory and computes a 50%.</li> </ul>
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### Personalized attention

Methodologies	Description
Supervised projects	The custom attention will realize it each group of 3-5 students that realize the work tutelado and the studies of cases, to do a tracking more proximo of the work that are developing.

### Assessment

Methodologies	Competencies	Description	Qualification
Case study	A8 A10 A11 A12 A13 A14 A15 A17 A19 A20 A21 A22 B1 B2 B3 B4 B5 B6 B10 B11 B12 B21 B22 B23 B24 C2 C3 C4 C5 C6 C7 C8	<p>-Undertake exhaustive assessments, takes of clinical and systematic decisions using the tools and suitable frames stop the people and victims, taking into account the physical factors, social, cultural, of values and religious.</p> <p>-The participation of each of the members of the team in the resolution and discussion of the problems or situations exposed</p> <p>-The documentary sources.</p>	50
Supervised projects	A2 A5 A6 A8 A10 A13 A14 A15 A17 A19 A20 A21 A22 B1 B5 B6 B8 B9 B10 B11 B12 B21 B22 B23 B24 C2 C3 C4 C5 C6 C7 C8	<p>- The methodology followed is through collaborative work, where the student acquires a role to perform the work</p> <p>- The group will owe to expose along cuadrimestre of one marry practise of a catastrophe.</p> <p>- The case will owe to contain the approach of the problem, the documentary sources, the procedures used and the resolution of the case.</p> <p>- The students will owe to identify his needs of learning, help to schedule the case, direct the discussions in the classroom, distribute roles of work, evaluate his own labor and it of the his mates.</p>	50

### Assessment comments

Both Case Studies as tutored projects, have final review because they are subject to continuous assessment with the relevant groups. The rating system is as follows: Approved 5-6.9 0-4.9 7-8.9 Notable Thriller. Outstanding 9-9.5. 9.6-10 honors. For the Class Honours should reach 9.6 - 10 Endnote, ie the sum of the percentages of Case Studies and tutored projects.
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### Sources of information



<b>Basic</b>	<ul style="list-style-type: none"><li>- REQUENA HIDALGO, JESUS; CAMPINS ERITJA, MAR (2000). OF THE CATASTROPHES ENVIRONMENTAL To THE COTIDANIDAD URBAN. THE GESTION OF THE SECURITY And THE RISK. UNIVERSIDAD DE BARCELONA. GEO-CRITICA. COLOQUIO HISPANO CANADIENSE</li><li>- GOITIA, A.; ZURITA, A.; MILLAN, J.M. (1999). CLASIFICACION OF INJURED IN CATASTROPHES. SOCIEDAD ESPAÑOLA DE EMERGENCIAS, EMERGENCIAS 1999; 11:132-140</li><li>- LAVELL, ALLAN; FRANCO, EDUARDO (1996). STATE, SOCIETY And GESTION OF THE DISASTERS IN AMERICA LATIN: IN SEARCH OF THE STRAY PARADIGM. LA RED; FLACSO; ITDG-PERU</li><li>- Vicente Molinero A, et al. (2011). Field triage outpatient. Semergen. 2011.. ELSEVIER-DOYMA. doi:10.1016/j.semerg.2010.12.010</li><li>- Carlos Álvarez Leiva, Carmen Asencio Sánchez, Dolores Herrera Rojas, José I. Sánchez Olmedo, Juana M (). SANITARY ASSISTANCE TO THE CATASTROPHES. Hospital Militar de Sevilla</li><li>- Hilda Herzer, Carla Rodriguez, Alejandra Celis, Mara Bartolomé y Graciela Caputo (2002). COEXIST WITH THE RISK OR THE GESTION OF THE RISK. 10 AÑOS DE LA RED.</li><li>- David P. Fidler (2007). Management of the help in cases of catastrophe: security and sanitary and humanitarian assistance. INTERNATIONAL REVIEW OF THE RED CROSS. Nº 866.</li><li>- M. P. Acinas (2007). Management of the information and messages to the population in situations of emergency, evacuations and simulations. emergencias 2007;19:88-95</li><li>- Alvarez Leiva, C (2008). Manual of attention to multiple victims and catastrophes. Aran Ediciones, S.L. 3ª edición</li></ul>
<b>Complementary</b>	

#### Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(\*The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.