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Personality and education profiles of emergency rescuer

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Abstract

Education of medical emergency rescuers is a hard task and very responsible. The scope of knowledge, which must be adopted during the education by future medical rescuers in view of specificity of profession is wide and miscellaneous. From manners of education and forming of personality of medical rescuer will be depend health and life of victims of case and catastrophes.

This article compares the personality characteristics identified by the rescuer medical students toward medical emergency, Medical University of Lublin psycho-physicals with the requirements specific to the profession set out in regulations and standards of training for medical professional rescuers. It also means the development of communication skills and personality of the future emergency rescuers at the Medical University of Lublin.

Keywords: medical rescuer, emergency services, education

Occupation of emergency rescuer next to emergency doctor and nurse is a key profession in emergency medical system created in Poland. Emergency rescuer works in partnership with doctor and nurse in the emergency of people rescue in a position of imminent danger to life or health. This has involved maintaining and stabilizing potentially vital, rapid identification of emergency, contain and reduce its effects and the fight against pain and suffering to the victim. Knowledge, practical skills, experience and efficiency of medical rescuer to a large extent determine the effectiveness of emergency medical activities undertaken on-site emergency event.

Rescuer medical profession is one of the few professions are exposed to the enormous and "vortex entanglement" of feelings and emotions. Everyday life emergency rescuer meet with pain, suffering and fear, and the patient's loved ones, felt their own fear, helplessness, and sometimes anger. Often meets with the phenomenon of death of patients, sometimes the death of fellow rescuers. Sometimes on his shoulders falls the need to inform the patient about the death of loved ones, family, colleagues who died tragically. Every day, emergency rescuer has to take decisions that directly determine human life.

Rescuer training of health professionals in a university or at post task is difficult and very responsible. The scope of knowledge, which must assimilate during training of future emergency medical graduate, having regard to the specificity of the profession is broad and diverse. The skills he acquired during the training which will affect the quality of exercise for future work. From the training and development of their personality will be depend health and life of victims of accidents and disasters.

Decisions of young person about education in the medical profession rescuer is a complex task. The future medical student should perform his self and his skills. However, it is difficult to require the young person's decision-making fully mature and have a fully shaped personality.

Please pay particular attention to several areas relating to emergency medical student's personality. Strength of human activities are interests. They motivate future extend rescuer to the medical knowledge and succeed in their chosen field. Another important feature is the ability of personality, intelligence or general aptitude and specific. It is important that a relationship to each other, people and the world is characterized by having the person in the future to help others (in that order). Considerable importance is the temperament,

disposition and a prerequisite for the mode of action and a very important element of the medical profession rescuer - his physical health [1,9].

Professional advisers are distinguished six types of personality with specific preferences.

Type realistic - represented by people who like to solve problems by doing. It has the technical ability, manual controls, but often lacks social skills. The paper uses the machinery, and tools for the handling of objects, production, processing of raw materials, plant cultivation, animal husbandry. A practical, economical. Type of research - seeks to understand the surrounding world, are seeking to examine the truth of things, phenomena, ideas, feelings. He enjoys working together with the abstract, complex problems, seeks to address these. He likes to research. It has a mathematical and scientific talents, but often lacks leadership abilities. Intelligent, methodical way. Type of art - likes to deal with beautiful arts, music, literature, develop ideas, concepts, create new things. He prefers maintaining creative, unusual situations, the exchange of ideas. Willingness to work in unplanned situations, using their imagination and creative ability. Solves problems by creating, but often lack the talent it official. Creative, impractical. Social type –likes to address with other people: help, advise, explain, inform, care for others, treats. As with other uses of words, feelings, ideas. He has talents and social talents, but often lacks the technical and scientific capacity. An open, friendly. Type of business –likes working with people, but aimed at personal benefits. She likes to have power and money, influence others, manage, lead, persuade others to organizational objectives, or economic developments. He has leadership ability, but often lack the scientific talents to him. Energetic, a good organizer. Conventional type – likes activities and games with the data they manage and structured. He likes order and security. It solves the problems by the rules, instructions, rules and procedures and instructions to his superiors. It has a clerical talents, but his lack of artistic talent. A prudent, diligent [6].

The medical profession is preferred rescuer mixed type ie one that has many characteristics of type and characteristics of the type of social research, and entrepreneurial.

To measure the professional competence of the various diagnostic tools. They are very useful for the selection of future emergency.

Tab. I. Summary of diagnostic tools [2]

Diagnose dimensions	Type of test	Test characteristics, indicators of capacity and skills
Personality characteristics	NEO-FFI	The scale of neurotism The scale of extroversions The scale of openness to experience The scale of amicability The scale of conscientiousness
Personality characteristics	EPQ-R	The scale of social approval (lies) The scale of neurotism The scale of extroversion The scale of psychosis
Personality characteristics, temperament	FCZ-KT	The scale of liveliness The scale of perseweratywność The scale of the sensitivity of sensory The scale of emotional reactivity The scale of the strength The scale of activity
Personality characteristics	STERNA Questionnaire	The study by the needs of the Murray `a the theory: • Impulsiveness – reflexion • Submission - no submission • The need for cognitive (high) – low • The need feat - none • Stiffness habits - the variability of response • aggression - to avoid a reprimand from the other • excuse himself – none • coherence of behavior – response of not-coherence schema • The need dominate – none • Compensation - the avoidance of humiliation in their eyes
Level of directive	D Scale	The test is used to analyze directive understood as a tendency to impose its own will to others (aggressive dominance)
Sense of control at work	I-E Scale	Generalized sense of control A sense of control in matters related to the work situation
Creative thinking	TCT-DP Drawing Test	Divergent thinking: fluency, flexibility, originality, elaboration The capacity for synthesis Nonconformity and a willingness to take risks A sense of humor and emotional involvement
Attitudes and tendencies	M.CROWNE`A Scale	Truth – hypocrisy Intractability - sensitivity to social approval
Social competence	KKS	The scale and - conditioning the effectiveness of behavioral competence in situations of close contact interpersonal, such as empathy, open to talk about problems Scale ES - prerequisites for the effectiveness of behavioral competence in social situations of exposure, for example, of public Scale A - prerequisites for the effectiveness of behavioral competence in situations requiring assertiveness

This approach presented and the types of tests can help the selection of candidates for professional medical rescuer. However, be aware that during the recruitment of candidates

to study is not a "finished product" and his personality is not fully formed. The selection of candidates should lead to search for some psychological potency. The student is faced with many years of developing his personality and, therefore, to the possibility of development should be given special emphasis.

In the regulation of Ministry of National Education and Sport of 21 January 2005 in the core curricula of education in the professions: dental assistant, dietitian, sanitarian surgery, baby child orthoptist hearing-aid, emergency rescuer, dental technician, electronics technician medical electroradiology techniques, pharmacy technician, masseur techniques, techniques, and occupational therapist orthopedist referred to the specific requirements have been education in the medical profession emergency rescuer.

Medical fitness requirements applicable to the medical profession emergency rescuer: the coordination of eye-movement-aurally; very good k fitness; Manual skills; Decision-making capacity; organizational capacity and leadership; psychological resilience; emotional balance; the ability to concentrate and Severability of attention; the imagination in terms of prognostic assessment of the situation and the anticipated effects; the ability to quickly analyze and respond to incoming signals simultaneously; teaching ability; autonomy; orderliness, fairness; honesty, responsibility [7].

From the point four of this requirement personal fitness relate to the candidate for the medical rescuer. The requirements covered by the regulation are high, but the responsibility for future professional emergency workers is enormous.

Student learning is gaining knowledge and skills with the activities of a manual, and the theoretical basis of psychology, ethics, or sociology. The standard of education at the medical emergency is a lack of practical activities of these areas to further develop the student's personality.

Regulation also contains a description of the above graduate qualifications.

As a result of training in graduate medical profession rescuer should be able to: to communicate with you, give him support in case of an emergency; protect people in the place of danger, take action to prevent the increasing number of victims and environmental degradation; evaluate the status of victims of accidents, disasters and accidents, take emergency action; carry out the medical emergency operations in case of an emergency; transport of patients under medical supervision; use the medical equipment, personal protection and emergency medical; organize and conduct training in first aid [7].

According to the standard of training for the direction of study: Medical Rescue (first degree studies) should have graduated from the general knowledge of social sciences and the

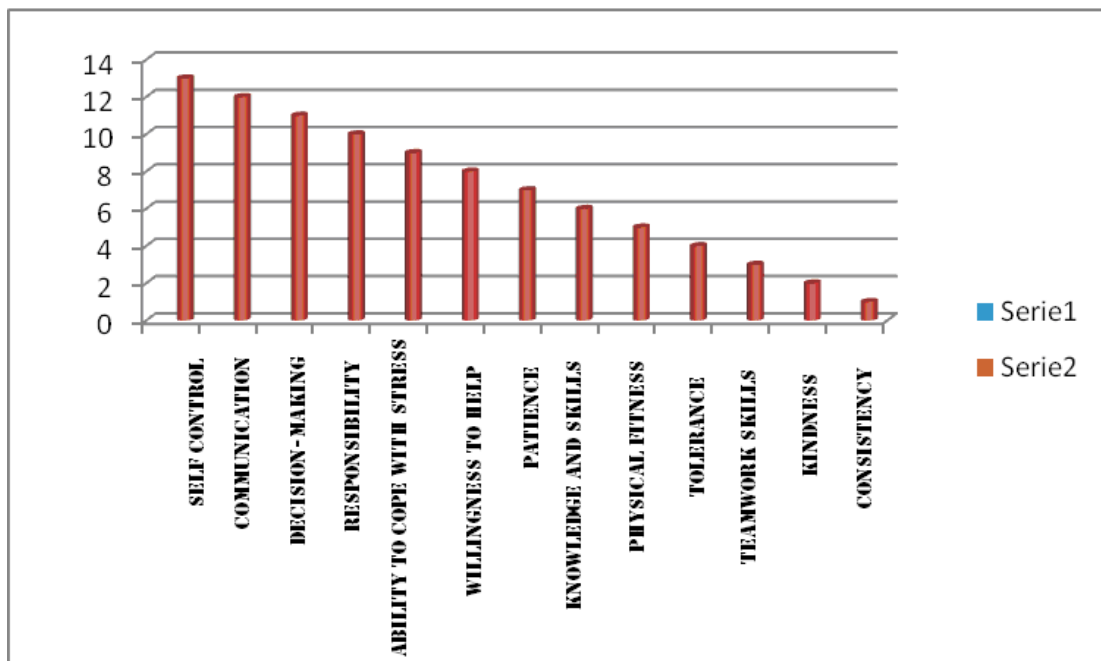
expertise and skills in the field of medical science - in particular, emergency medical operations in the states of emergency health in adults and children, regardless of their cause. Today's emergency rescuer is a person very well educated, capable to communicate with the victims, able to act in case of an imminent threat to life or health of humans, and knows the principles of cooperation in the integrated rescue system. Emergency rescuer in addition to the possession of modern medical knowledge should be of the skills of flexible operation, the responsibility for taking decisions, care and discipline. Various conditions under which medical rescuer come work force, that this was a man healthy and physically capable of coping with stress. It should have an individual predisposition and motivation to carry out medical operations in cases of emergency and mass disaster.

In October 2006, among students of medical emergency, Medical University of Lublin article authors conducted a survey in which students have indicated they consider the most important personality characteristics of medical rescuer needed for the proper exercise of his profession. The studies involved 54 people who have identified the 53 personality characteristics necessary to practice the medical rescuer.

According to the respondents personal characteristics necessary to qualify for the proper exercise of the profession of a rescuer in alphabetical order are:

- | | |
|--------------------------------|------------------------------------|
| 1. altruism, | 18. responsibility, |
| 2. assertiveness, | 19. courage, |
| 3. willingness to help, | 20. self-control, |
| 4. patience, | 21. assistance, |
| 5. decision-making, | 22. optimism, |
| 6. discretion, | 23. passion, |
| 7. empathy, | 24. self-confidence, |
| 8. energies, | 25. humility, |
| 9. intelligence, | 26. industriousness, |
| 10. communication, | 27. precision, |
| 11. consistency in action, | 28. punctuality, |
| 12. creativity, | 29. Medical fitness consciousness, |
| 13. personal culture, | 30. observation, |
| 14. loyalty, | 31. physical fitness, |
| 15. wisdom, | 32. decisiveness, |
| 16. lack of distance to other, | 33. conscientiousness, |
| 17. objectivity, | 34. honesty, |

- | | |
|-----------------------------------|--|
| 35. tolerance, | 45. the ability to trust the excitement, |
| 36. care, | 46. knowledge and professional skills, |
| 37. reliability, | 47. sensitivity, |
| 38. honesty, | 48. understanding, |
| 39. the ability of concentration, | 49. perseverance, |
| 40. ability to negotiate, | 50. leadership ability, |
| 41. relax ability, | 51. orderliness, |
| 42. teamwork skills, | 52. organizing, |
| 43. ability to cope with stress, | 53. kindness. |
| 44. ability to hear, | |



Ryc.1. Highlights in the medical profession rescuer personality characteristics of students according to the direction of emergency medical

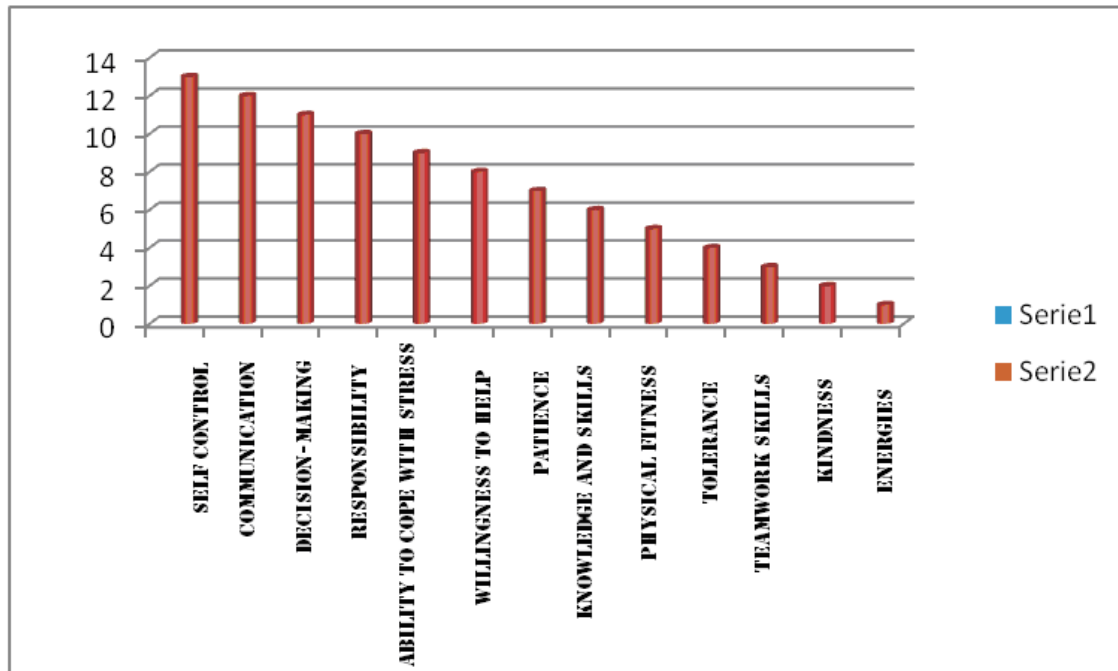
According to the respondents personal characteristics necessary to qualify for the proper exercise of the profession of a rescuer in alphabetical order are. Comparing the medical fitness requirements applicable to the medical profession emergency rescuer specified in the regulation of the responses of students stated that they do not coincide. Students put themselves, or future medical rescuers far more demanding. It can be assumed that the requirements set out in Regulation generalization is exchanged by the student

characteristics. What a more detailed view of himself, the greater and greater possibility of self-correction of errors and development planning.

Is also different in the two statements (Regulation and responses of students) sequence, and thus the validity of mentioned characteristics in nature. Regulation sets out the first candidate for the physical characteristics of a rescuer. Students put them in ninth place assuming that they are important, but it's possible to improve at a later stage.

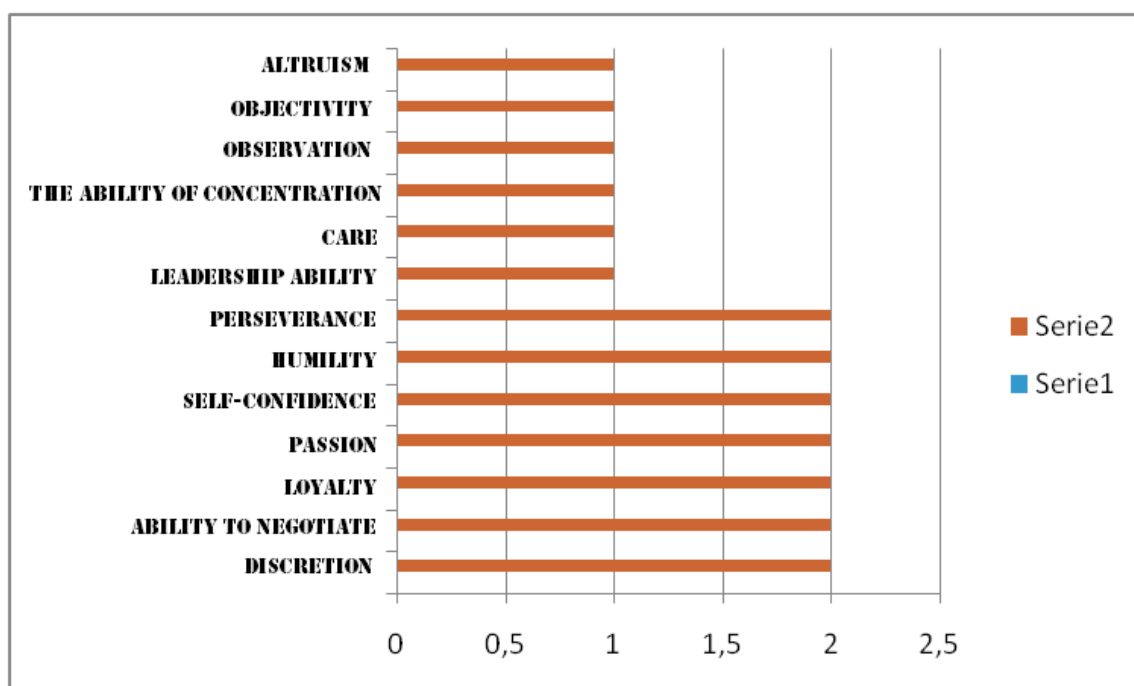
Mastery, which students take first place, in the regulation is on the sixth and seventh place (mental resilience and emotional balance). Second, as to the validity of the statement of the students in communication is not listed in the Regulation in certain psycho-physical requirements for the medical profession emergency rescuer. There has also been placed in the standard of education at the direction of emergency medical (first-degree studies), as it appears in the requirements with respect to future emergency.

In the Regulation there is no basic personality predispositions in each of the medical profession is "a desire to help." On both lists (for candidates and graduates) is also highlighted by students of patience, tolerance and kindness that is, characteristics, without which the work of others is impossible.



Ryc.2. Percentage distribution of the most important personality characteristics of students according to the direction of emergency medical

The largest group of students (31% of respondents) had declared "self-control" as the most important personality trait rescuer medical, 29% emphasized the importance of communication skills. 26% of respondents as the most important, thought the ability to quickly make decisions and 25% rate of high risk. The importance of skills to cope with stress identified 21% of respondents, while 19% considered as the most important feature of a desire to help and patience. Knowledge and skills training as an important personality trait rescuer swapped 16% of medical students surveyed and 14% were considered as the most important physical characteristic, tolerance, teamwork skills and kindness.



Ryc. 3. Personality characteristics of a rescuer to the medical importance of the smallest students in the assessment of the direction of emergency medical

The above picture shows the personality characteristics that students considered the least useful in the medical profession rescuer. Only 1% of respondents considered it important to the character (personality) as: objectivity, observation, care, altruism, the ability to concentration of attention and leadership ability. In contrast, 2% of the respondents mentioned as important: patience, humility, self-confidence, passion, loyalty, discretion and negotiation skills.

Based on the analysis results showed that the programs of study in addition to medical education training should be the place on the development of communication skills and personality of the future of emergency medicine.

Medical University of Lublin towards developing the students' rescue skills during the medical science on the subject. " Psychoprophylaxis rescue operation." This course is innovation in education of medical emergency. Psychoprophylaxis rescue operation to exercises, which aim, inter alia, to show the dangers emergency psychological and fundamental ways of dealing with them. Communication skills can help increase the efficiency of operations. To respond you must be able to listen to the patient. Programs are carried out on psychological studies in different medical field. However, the psycho-social skills training (particularly in Poland) for a rare in medical education [6].

The British research shows that the overwhelming majority of complaints of patients (90%) concerns rather poor communication with patients than purely medical shortcomings. Particularly the protection of health workers are poorly prepared for a direct confrontation with the emotions of their care. Guidelines for medical student focuses mainly on modern medical technology or pharmacology, forgetting about the role of contact with treating a patient. Student did not always know what is active listening, which really means being empathic or assertive in contact with the patient. Students have a slight idea of the psychological defense mechanisms, as often used by patients, and if anything, we merely in theory, without the ability to apply this knowledge in practice. A standard example of an error in contact with patients is a response to be produced only comfort patient anxiety and calm down, also tend to order the elimination of certain feelings, such as "please calm down", "Do not worry," "Do not worry." At this point should try to appear empathic response, such as "worry you these symptoms, you worried that the pain". You feel that it is understood and carefully considered. Do not worry about the attitude that this will kick you, and this approach will take a long time. Improving the patient's well-being (through the feeling of being understood) will improve the effectiveness of assistance, and an additive to increase belief in the competence of medical personnel [5].

Emergency workers should know how to cope and help the patient in a situation of bad bargain. How should I behave in the aggressive patients? How to deal with patients with disabilities, and to communicate with children, youth and family, the patient? They should know how to work a team during the rescue, and target not only the purely professional, but also psychologically rescue team during the difficult situations, accidents and mass disasters. Emergency workers should know the symptoms, effects and ways to cope with the situation of professional burnout. To develop emotional intelligence, it is best to first know the basics of psychology, communication, and have to undergo practical exercises [3,8].

Communication is the universal and fundamental form of contact between people. Man lifelong extends his powers of communication in an intuitive way. Each social interaction, formal or not - is the experimental range of communication competence. However, since this assimilates knowledge outside the educational structure, usually it is chaotic and not always appreciated is its practical value.

Dealing with issues of communication scientists (philosophers, psychologists, sociologist, educators, and psychotherapists) have shown that in this area can gain not only knowledge but also develop effective skills. Show that the difficulty in adapting to humans to their roles in the life (of jobs) are the result of improper communications with other people. Also emphasize that communication between the particular Medical (rescuer medical) and the patient is an important factor in treatment [4].

It would seem that the medical model for schools of higher education include a sufficient number of psychological skills training. Programs psychological studies carried out on medical procedures are continually improved, however, psychosocial skills training (empathy, interpersonal, assertiveness, etc.) to - especially in Poland - rare in the medical education.

Training is a form of education that uses a completely different aspects of the learning process, is primarily on the personal experience of obtaining a variety of activities with other people and to translate these subjective cognitive experiences to share. They tend to teach problem-solving than expanding theoretical knowledge, which has an indisputable importance in vocational training (also higher). Its primary objective is to develop important skills in dealing with others, such as empathy, the ability to show respect, authenticity, concrete, initiative, directness, emotional involvement, know yourself. Classes conducted in the form of training is conducive to a better knowledge of phenomena and processes, intrapersonal and interpersonal and thus developing personality of participants. There is an increasing willingness and ability to sensitive, genuine, and coming into direct contact with other human beings (patients) on long after the end of training. Students learn tolerance for others' behavior and value systems, and to refrain from generally strong tendency to quickly (often negative) evaluate other people. Such training pave the way for optimization of interpersonal behavior in daily life.

The main objectives of training are:

1. research to create an attitude of everyday life and the world,
2. broadening awareness of its own proceedings and to increase the capacity of making correct choices,

3. striving for openness and authenticity in interpersonal contacts (professional and personal),
4. increasing the skills and the willingness to take action for others,
5. personal development.

In the emotional sphere of training are to:

1. increasing the sensitivity and openness to the patient,
2. awakening or extension of emphatics skills,
3. learn skills to build emotional relationships,
4. motivation to act for the others,
5. verbalizing the perception of science and their feelings and others.

In the behavioral training are aimed at:

1. prosaically learning behavior,
2. learning verbal and not verbal communication
3. learning not rate communications, real and concrete,
4. learning the proper skills to initiate interpersonal contacts.

Cognitive training aims at:

1. working knowledge of communication (verbal and non), emotion, resistance, etc.
2. knowledge of defense mechanisms such as running in difficult situations [10].

Communication Theory and Practice shows that to be perceived as a competent person communication not enough just to be pleasant and polite. It is not enough to have professional knowledge (in the medical professions need to save, improve or care). Must be motivated, as well as appropriate to the context of the knowledge and skills. In the medical professions, where people work with the powers of communication are an essential tool for work and education in terms of motivation, knowledge and communication skills, particularly through coaching, increase the likelihood of proper assistance.

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