

### Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

<b>Designação da Unidade Curricular / Curricular Unit:</b>	[7085765] Enfermagem em Cuidados Intensivos		
<b>Plano / Plan:</b>	PLANO - CMEMC-EPSC - a partir 2023/2024		
<b>Curso / Course:</b>	Mestrado em Enfermagem Médico-Cirúrgica, na área de Enfermagem à Pessoa em Situação Crítica		
<b>Grau / Diploma:</b>	Mestre		
<b>Departamento / Department:</b>	ENFERMAGEM		
<b>Unidade Orgânica / Organic Unit:</b>	ESCOLA SUPERIOR DE SAÚDE DE VISEU		
<b>Área Científica / Scientific Area:</b>	Enfermagem		
<b>Ano Curricular / Curricular Year:</b>	1		
<b>Período / Term:</b>	S1		
<b>ECTS:</b>	4		
<b>Horas de Trabalho / Work Hours:</b>	0100:00		
<b>Horas de Contacto/Contact Hours:</b>			
(T) Teóricas/Theoretical:	0030:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0010:00	(OT) Orientação Tutorial/Tutorial Orientation:	0000:00
(P) Práticas/Practical:	0000:00	(E) Estágio/Internship:	0000:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0000:00		

### Docente Responsável / Responsible Teaching

[5021] António Madureira Dias

### Outros Docentes / Other Teaching

[5217] Eduardo José Ferreira dos Santos

### **Learning Outcomes of the Curricular Unit**

Understand the person's responses to experiencing transition processes resulting from acute / chronic illness

from complex medical and / or surgical processes that require advanced means of intervention;

Describe aetiology, symptoms, diagnostic methods, preventive and therapeutic measures resulting from complex processes of critical illness and / or organ failure;

Diagnose, plan, execute and evaluate nursing interventions for people in critical situations and/or organ failure;

Demonstrate knowledge and skills in the use of different interventions in surveillance, monitoring and

appropriate therapies for the person experiencing transition processes resulting from acute / chronic disease from complex medical and / or surgical processes;

Identify the criteria for brain death and the interventions inherent to organ donation/collection;

Reflect on the impact of hospitalization on the person in critical condition and/or bankruptcy and family.

## Syllabus

Nursing to the person in critical situation and/or organic failure

Intensive Care Units:

- Design and Organizational Principles;
- Sociopsychological aspects in the ICU;
- Prevention and control of infections in healthcare;
- Severity and prognosis indices.

Complex processes of critical illness and/or organ failure:

- Assessment of the person in critical condition and/or organic failure (Postoperative; sepsis).
- Hemodynamic and neurosurgical surveillance and monitoring (PiCCO System, Swan Ganz catheter; Multimodal neuromonitoring: monitoring: oxygenation, perfusion, pressure, functional metabolism)
- Replacement therapies of vital functions.

Invasive and non-invasive mechanical ventilation:

- Nutritional support;
- Safety and quality in the administration and management of medicinal substances in the person in a critical situation;
- Donor maintenance, organ and tissue harvesting and transplantation.

### **Demonstration of the syllabus coherence with the curricular units' learning objectives**

The contents prove coherence with the objectives as they are organized in a logical and articulated sequence from the simplest to the most complex

The program includes content that in the first part seeks to identify the philosophies and principles underlying work in intensive care. It then addresses the most common specific pathophysiological changes associated with critically ill people and the care to be taken from planning to execution and evaluation of care.

The presentation of examples of care enables a more appropriate explanation and the articulation of knowledge with the other UCs of the course, associating concepts and content leading to the design and implementation of the dynamics of good clinical practices.

The presentation of the best evidence combined with the discussion of clinical scenarios makes it possible to demonstrate good nursing practices.

The explanation of current nursing issues and challenges enables an understanding of the lines of investigation in the area of nursing.

### **Teaching Methodologies (Including evaluation)**

Active methods will predominate in the teaching-learning process, focusing on the student. The use of the inductive-deductive method is foreseen, using examples of practice in order to facilitate reflection on action, actively resorting to lifelong learning.

Information Technologies and research in scientific databases will be used as pedagogical resources in the explanation of the syllabus.

Student work hours are oriented towards research, analysis and study preparation, promoting self-learning;

The evaluation will be quantitative from 0 to 20 values with individual written test. Group work may also be requested, with consequent presentation and discussion in the classroom, with a maximum valuation of up to 30%. For students who do not obtain a positive grade, there will be an exam at the regular time. At the end of the semester there will be an exam at the time of appeal for those who did not obtain a positive grade or for improvement.

### **Demonstration of the coherence between the teaching methodologies and the learning outcomes**

The implementation of the different teaching methodologies aims to ensure the consistency of the syllabus according to the objectives and their relationship with the students' learning, promoting in them the ability to mobilize and apply knowledge in the contexts of nursing practices. To ensure this coherence, the teacher:

- discloses and discusses the objectives with the students at the beginning and throughout the course;
- explains the objectives to be achieved through training scientific research competence using the information technologies;
- also validates whether they are achieved, as each student must demonstrate, in group work, the achievement of the defined objectives.

Accordingly, in UC management, we opted for the recommendation of a specialized bibliography.

### **Bibliografia / Bibliography**

Dias, A.M., et al. (2016). Crenças acerca da medicação e adesão terapêutica em utentes hipertensos. *Servir* 59(3), maio-junho. p.50-55

Eufrásio, M. J., Dias, A. M., & Santos, E. (2021). Comparação da substituição clinicamente indicada e de rotina de cateteres venosos periféricos: revisão sistemática com meta-análise. *Millenium*, 2 (ed. espn<sup>o</sup>9), 81-90.

Ferreira, C., Dias, A. M., & Santos, E. (2021). Protocolos de atuação na abordagem ao doente com sépsis em contexto de urgência: Uma revisão sistemática com meta-análise. *Millenium*, 2 (ed espec n<sup>o</sup>9), 91-99. <https://doi.org/10.29352/mill029e.25020>.

Hinkle, J. L., & Cheever, K. H. (Ed. lits). (2020). *Tratado de enfermagem médico-cirúrgica* (14<sup>a</sup> ed., 2 vols.). Guanabara Koogan.

Morton, P. G., & Fontaine, D. K. (2019). *Cuidados críticos em enfermagem: uma abordagem holística* (11<sup>a</sup> ed.). Guanabara Koogan.

Pinho, J. A. (Coord.). (2020). *Enfermagem em cuidados intensivos*. Lidel.

Ponce, P., & Mendes, J. J. (Coords.) (2015). *Manual de medicina intensiva*. Lidel.