

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[7085766] Emergências Médico-Cirúrgicas		
Plano / Plan:	PLANO - CMEMC-EPSC - a partir 2023/2024		
Curso / Course:	Mestrado em Enfermagem Médico-Cirúrgica, na área de Enfermagem à Pessoa em Situação Crítica		
Grau / Diploma:	Mestre		
Departamento / Department:	ENFERMAGEM		
Unidade Orgânica / Organic Unit:	ESCOLA SUPERIOR DE SAÚDE DE VISEU		
Área Científica / Scientific Area:	Enfermagem		
Ano Curricular / Curricular Year:	1		
Período / Term:	S1		
ECTS:	7		
Horas de Trabalho / Work Hours:	0175:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0060:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0000:00	(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

[5189] Mauro Alexandre Lopes Mota

[606847] Teresa Silveira Lopes

Learning Outcomes of the Curricular Unit

Differentiate the nature of medical-surgical nursing action from the action of other areas of specialization;

Evaluate the presence of sudden-onset pathophysiological changes in the person being cared for;

Identify urgent and emergency clinical situations, discriminating them;

Explain guidelines and scientific evidence with a degree of recommendation for practice, in association with their operationalization of their implementation in clinical practice;

Demonstrate ethically directed and clinically sustained clinical judgments in the analysis and discussion of problems in the area of medical-surgical nursing intervention for the person in a critical situation;

Implement in simulated practice, in a reasoned and explained way, decision-making/interventions in the face of clinical scenarios requiring specialized medical-surgical nursing care for the Person in a Critical Situation;

Develop clinical consensus based on scientific principles and respect for ethical, deontological and legal dimensions.

Syllabus

Conceptual framework of medical-surgical nursing.

Conceptualization of Urgency / Emergency;

Transport of the person in critical situation critical situation and/or organic failure;

Triage in the Emergency Department;

Assessment of the person in a critical situation experiencing complex processes in a critical situation and/or organic failure, such as:

- Respiratory emergencies;
- Cardiovascular emergencies;
- Neurological emergencies;
- Gastrointestinal emergencies;
- Genitourinary, nephrological and renal replacement techniques;
- Endocrine/metabolic emergencies;
- Toxicological emergencies;
- Emergencies determined by physical and chemical agents, altitude / depth context.

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

This curricular unit presupposes the use of active methods in which the syllabus shows coherence with the objectives, given that:

- They are organized with a logical and articulated sequence, in a logic from the simplest to the most complex;
- The presentation of examples of care / procedures / techniques allows a more adequate explanation and the articulation of knowledge with the other UCs of the course;
- The program combines concepts and content leading to the design and implementation of good clinical practice dynamics.
- The exposure of the best evidence / degree of recommendation combined with the discussion of clinical scenarios allows the demonstration of good nursing practices;

- The explanation of current nursing issues and challenges, enables an understanding of the lines of research in the field of nursing, as well as identifying the areas that need further investigation.

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

Aehlert, B. (2017). ACLS: Suporte avançado de vida em cardiologia (9ª ed.). Gen Guanabara Koogan.

Burgos Esteban, A., Juaárez-Vela, R., Santolalla Arnedo, I. (Coords.). (2021). Manual de primeros auxílios con RCP básica y desa: Activity book . Editorial Siníndice.

Coimbra, N. (Coord.). (2021). Enfermagem de urgência e emergência. Lidel.

Dores, H. (2021). Manual de eletrocardiografia. Lidel.

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 nº9), 91-99. <https://doi.org/10.29352/mill029e.25020>

Figueiredo, P. N. (Coord.). (2018). Manual de urgências em gastroenterologia. Lidel.

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

Mendes, J., & Ponce, P. (2019). Manual de urgências e emergências. Lidel.

Área de preenchimento obrigatório.