

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

<b>Designação da Unidade Curricular / Curricular Unit:</b>	[7085768] Intervenção em Trauma e Catástrofe		
<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>	Saúde		
<b>Ano Curricular / Curricular Year:</b>	1		
<b>Período / Term:</b>	S2		
<b>ECTS:</b>	6		
<b>Horas de Trabalho / Work Hours:</b>	0150:00		
<b>Horas de Contacto/Contact Hours:</b>			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0055:00	(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

[5189] Mauro Alexandre Lopes Mota

### Outros Docentes / Other Teaching

[606846] Fernando José Gama da Costa

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

Identify the most common injury mechanisms associated with trauma.

Evaluate the most frequent pathophysiological alterations associated with patients with Trauma.

Collaborate in the design, planning, execution and evaluation of scientifically supported nursing interventions aimed at people in trauma situations.

Develop principles of respect for ethical, deontological and legal dimensions in the field of trauma. Identify the mechanisms and agents/institutions/entities involved in the emergency response.

Discriminate priorities for triage in a catastrophe situation according to guidelines.

Recognize and interpret the natural, technological and sociological risk factors that allow the execution of the operational response.

Distinguish the different stages of the intra- and extra-hospital emergency management process.

Identify the underlying philosophies and principles in emergency room organization.

### **Syllabus**

Biomechanisms and injury mechanisms.

Tissue injuries.

Initial assessment of the injured person.

Trauma Brain and neck trauma Chest trauma.

Abdominal trauma.

Vascular trauma of the limbs.

Vertebromedullary trauma.

Skeletal muscle trauma.

Trauma in specific groups (elderly, children and pregnant women).

Psychosocial aspects of trauma.

Risks for the team. Precautions.

Trauma Room/Reanimation. Organizational Models.

Emergency, exception and catastrophe situations

Conceptualization of Health Care in Emergency, Exception and Catastrophe Situations Disaster intervention: concepts and organization.

Management of emergency, exception and catastrophe situations.

Conceptualization of emergency and catastrophe plans.

Triage and action principles.

Removal, stabilization and evacuation of victims.

Post-traumatic stress.

Caring in crisis situations - support to the person and family.

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

The syllabus shows coherence with the objectives, given that:

The program includes content that, in the first part, seeks to address concepts of organizational methodologies inherent in situations of catastrophe and critical illness in a multi-victim context.

It then seeks to address the mechanisms and agents / institutions / entities involved in responding to the emergency, the issue of triage and communication in a catastrophe situation.

It addresses the setting up and organization of an advanced medical post and a field hospital, as well as the intra and extra-hospital emergency plan.

We try to present specific situations that have already occurred reflecting on them.

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

Active methods will predominate in the teaching-learning process, focusing on the student.

Pedagogical resources to be used in the explanation of contents: Information Technologies; Research in scientific databases; Critical review of scientific articles.

The use of the deductive inductive method is foreseen, using examples from practice in order to facilitate reflection on the action, actively resorting to learning built throughout life.

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

Assessment Individual written assessment test and / or presentation and discussion of group work. A final classification of 9.5 marks is required to obtain approval.

For students who do not obtain a pass mark there will be an exam in the regular season.

At the end of the semester there will be an exam in the appeal season for those who do not obtain a positive mark or for improvement.

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

Strategies will be adapted to the respective syllabus. In addition to the expository method, active methodologies will be privileged, with the participation of students in solving problem situations and their group discussion.

The possibility of carrying out group work is an opportunity for students to work as a team, enhances the discussion of themes and promotes the development of reflective analytical skills that generate collaborative learning.

This active participation of students is based on the learning assumptions inherent in the Bologna Process and the student will be given the opportunity to debate/argument leading to the active participation of all.

In order to promote student integration and raise awareness of the importance of the curricular unit, in the first class, teachers, students, objectives, skills, syllabus, teaching and assessment methodologies and bibliography will be presented recommended.

### **Bibliografia / Bibliography**

American College of Surgeons ACS. ATLS Advanced Trauma Life Support. Student Course Manual. 10 ed. Chicago: American College of Surgeons; 2019.

Mota, M. A., (?) & Cunha, M. (2021). Trauma Prehospital Hypothermia Prevention and Treatment: An Observational Study. *JTN*, 28(3), 194-202.

Mota, M., Melo, F., Henriques, C., Matos, A., Castelo-Branco, M., Monteiro, M., ... & Santos, M. R. (2023). The relationship between acute pain and other types of suffering in pre-hospital trauma victims: An observational study. *International Emergency Nursing*, 71, 101375.

Mota, M., Santos, E., Cunha, M.(?) & Santos, M. R. (2021). Non-pharmacological interventions for acute pain management in adult victims of trauma: a scoping review. *JBI Evidence Synthesis*.

Perlman, R., Callum, J., Laflamme, C., Tien, H., Nascimento, B., Beckett, A., & Alam, A. (2016). A recommended early goal-directed management guideline for the prevention of hypothermia-related transfusion, morbidity, and mortality in severely injured trauma patients. *Critical Care*, 20(1), 107.

Spahn, D. R., Bouillon, B., Cerny, V., Duranteau, J., Filipescu, D., Hunt, B. J., ... & Rossaint, R. (2019). The European guideline on management of major bleeding and coagulopathy following trauma. *Critical Care*, 23(1), 1-74.