

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[708576102] Opção 2 - Enfermagem em Traumatologia		
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:	S2		
ECTS:	15		
Horas de Trabalho / Work Hours:	0375:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0000:00	(OT) Orientação Tutorial/Tutorial Orientation:	0072:00
(P) Práticas/Practical:	0000:00	(E) Estágio/Internship:	0180:00
(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

Identify, in a professional context, needs and problems within the scope of medical-surgical nursing in the domain of traumatology

To plan, execute and evaluate specialized nursing care for the person in critical situation in the context of trauma (PSCT), as well as for his and her family

Implement an intervention project in practice, within the scope of the PSCT

Participate in the management of material resources as well as in the management of general and specialized care in the domain of their area of knowledge, to improve the quality of care

Intervene appropriately for ethically guided and scientifically supported clinical decision-making contributing to the development of the profession

Implement research strategies to improve the level of health, especially in the domain of PSCT

Evidencing the ability to reflect in action and on action by preparing a reflective portfolio/critical report of the activities developed.

Syllabus

The student in the Nursing Internship in the context of the person in critical situation in the context of trauma (PSCT) will develop their learning integrated in a nursing team responsible for providing differentiated and specialized nursing care in view of the uniqueness and uniqueness of the person being cared for.

The syllabus consists of the design, implementation and evaluation of activities in more complex clinical situations, supervised by specialist tutors.

The internship will allow the student to develop knowledge and skills in the context (cognitive, interpersonal and instrumental) in specialized practice in the area of PSCT, in the areas of: care provision, care management, professional learning and quality management.

The student will carry out a project at the beginning of the internship and at the end will present a critical and reflective report.

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

Active methods will predominate in the student-centered teaching/learning process. The use of the inductive-deductive method is foreseen, using the discussion and reflection on the action and in the action, leading to the consolidation of the learning built during the course. Thus, the student has the possibility to create his own training path, depending on his areas of interest and previous experience, thus building his professional project.

We count on the collaboration of specialist nurses in the practice of care, who, in a tutorial regime, will seek to guide the trainees to the realization of this component.

In an integration meeting, the planning of the internship will be presented, with presentation of the guide and internship file (teaching team, learning objectives, skills and competences to be developed, evaluation).

Teaching Methodologies (Including evaluation)

Active methods will predominate in the student-centered teaching/learning process. The use of the inductive-deductive method is foreseen, using discussion and reflection on action and in action, leading to the consolidation of learning built along the course. We count on the collaboration of specialist nurses in the practice of care, who, in a tutorial regime, will seek to guide the trainees towards the realization of this component.

The evaluation will be assigned on a scale from 0 to 20 and will result from the continuous assessment carried out by the tutors and the teacher responsible for the internship (using a measurement instrument built for the purpose) and the evaluation of the work presented (internship project, report and/others) in a ratio of 3 (continuous evaluation) to 1 (works). Approval presupposes a rating equal to or greater than 9.5.

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

Since the objectives are directed to clinical practice in a professional context within the scope of nursing intervention in medical-surgical nursing in the context of Nephrology and Renal Replacement Techniques, the methodologies seek to adapt to the specific objectives of the internship, leading students to mobilize knowledge for the practice of care and to reflect on these same practices in improving the quality of care.

In this way, the internship aims to enable students to acquire skills (cognitive, interpersonal, instrumental) in caring for the person in a critical situation in the context of trauma (PSCT), in the following domains:

- (a) domain of care provision, the student plans and implements a plan of differentiated and specialized nursing interventions, with a high degree of adequacy, to the PSCT and family needs;
- (b) in the field of care management - the student constitutes himself as a promoter of the quality of the care that clients need, coordinating and synergistically integrating the professionals involved, guaranteeing the continuity of care;
- (c) in the field of professional learning, - the student contributes to the progress of the profession, through the production of knowledge in nursing, coordinating and developing research studies in the field of PSC nursing intervention;
- (d) in the field of quality management - the student uses indicators to assess changes in the PSCT and introduce corrective measures and coordinate and implement quality improvement programs.

To facilitate the articulation between the different actors in the teaching-learning process, an internship guide is prepared where the objectives, methodological guidelines, the assessment instrument, the skills to be developed, the work to be carried out, those responsible for the internships, the timetable and absences.

Students' autonomous work is the time used by the student for research, analysis and preparation of the study of UC content for clinical practice, promoting self-learning, which corresponds to the difference between contact hours (HC) and total hours (HT) provided for in the UC.

Bibliografia / Bibliography

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

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