

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

**Designação da Unidade Curricular / Curricular Unit:** [708520812] Gestão em Enfermagem

**Plano / Plan:** PLANO CMER - A PARTIR DE 2023/2024

**Curso / Course:** Mestrado em Enfermagem de Reabilitação  
Rehabilitation Nursing

**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:** 3

**Horas de Trabalho / Work Hours:** 0075:00

**Horas de Contacto/Contact Hours:**

|  |         |  |         |
|--|---------|--|---------|
| (T) Teóricas/Theoretical:                    | 0020:00 | (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

[5024] Olivério De Paiva Ribeiro

### Outros Docentes / Other Teaching

Não existem docentes definidos para esta unidade curricular.

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

Critically analyse health models and policies. Identify the specificities of the health market.

Recognize the elements of support for decision making in the consumption of health care.

Critique theories and models of efficient management of human resources, materials and information.

### **Syllabus**

1. Health economics and Finance:
2. Marketing and quality of health services:
3. Human resources management and Leadership:
4. Management of material resources:
5. Information management as an element of management change:

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

The acquisition of knowledge in the field of health management and in particular nursing allows for a greater understanding of the models and theories followed by organisations, facilitating reflective thinking about the different areas of intervention.

On the other hand, the approach on methods and intervention strategies will allow professionals to develop other more dynamic and creative forms of intervention in their workplaces.

The programmatic contents are, therefore, consistent with the objectives of the course unit, given that the program presented associates concepts and contents that facilitate and promote competencies leading to the design and implementation of an effective and efficient management.

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

The methodologies focus on active participation of students and are based on oral and direct expository method, using the most appropriate audiovisual media, problem solving/analysis and critical reflection. Through these methodologies it is intended to develop in the student the critical/reflective analysis as well as the experiential development.

The assessment assumes the character of continuous assessment and includes an individual assessment. Individual or group work may also be required, whose quotation will be established between teacher and students. The approval of the course presupposes a classification equal to or higher than 10 points. In case of failure there will be one exam, in the normal period, and another in the appeal period.

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

The teaching methodologies used advocate the mobilization and strengthening of student knowledge in a participatory and reflective way and focus on active participation of students and are based on the expository method, problem solving/analysis of texts and critical reflection. Through these methodologies it is intended to develop in the student the critical/reflective analysis as well as the experiential development, meeting the objectives outlined for the specialized professional practice.

## **Bibliografia / Bibliography**

- Barros, P. P. (2013). Economia da Saúde: Conceitos e comportamentos. Coimbra: Almedina
- Campos, A. (2017). Percursos marcantes na saúde: Olhares sobre a saúde. Coimbra: Almedina Fachada, O. (2014). Liderança: prática da liderança, a liderança na prática. Lisboa: Edições Sílabo
- Mateus, D., & Serra, S. (2017). Gestão em saúde: Liderança e comportamento organizacional para enfermeiros gestores. Loures: Lusodidacta
- Portugal, M. N. (2015). Empreendedorismo : gestão estratégica. Lisboa: Escolar Editora.
- Ribeiro, O.; Vieira, M.; Cunha, M.. (2014). "Costs and benefits of nursing clinical education for hospital institutions". *Atencion Primaria* 46 (S5): 195-201.
- Ribeiro, O., Neves, N. (2016). Perceção do empowerment dos enfermeiros numa organização de saúde. *Revista Millenium RE - Série 2*, n.º1: setembro de 2016.
- Scaife, J. (2019). *Supervision in Clinical Practice: A Practitioner's Guide*. New York: Routledge