

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

<b>Designação da Unidade Curricular / Curricular Unit:</b>	[708520811] Enfermagem Avançada e Ética		
<b>Plano / Plan:</b>	PLANO CMER - A PARTIR DE 2023/2024		
<b>Curso / Course:</b>	Mestrado em Enfermagem de Reabilitação Rehabilitation Nursing		
<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>	S2		
<b>ECTS:</b>	6		
<b>Horas de Trabalho / Work Hours:</b>	0150:00		
<b>Horas de Contacto/Contact Hours:</b>			
(T) Teóricas/Theoretical:	0045:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0015:00	(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

[5016] Emília De Carvalho Coutinho

### Outros Docentes / Other Teaching

[5018] Maria Madalena de Jesus e Cunha Nunes

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

Discutir conceções teóricas e filosóficas subjacentes a referenciais para a qualidade e visibilidade dos cuidados de enfermagem de reabilitação;

Analisar a prática baseada na evidência e outras formas de prática em enfermagem;

Diferenciar a natureza da ação de enfermagem face a outras profissões;

Refletir criticamente sobre casos clínicos de enfermagem de reabilitação, partindo da conceção de enfermagem, mobilizando as suas taxonomias e sistemas de informação;

Desenvolver competências éticas e deontológicas para a tomada de decisão, com vista à conceção, planeamento, intervenção de enfermagem de reabilitação e avaliação adequados em contextos de cuidados de saúde

## Syllabus

- ? Sources and patterns of knowledge in nursing*
- ? Schools of thought*
- ? Small and medium range nursing theories and models, specifying models the self-care and rehabilitation nursing care delivery models*
- ? Nursing development: discipline and profession*
- ? Quality standards of specialized rehabilitation nursing care: metaparadigmatic dimension of nursing*
- ? Professional development*
- ? Nature of nursing action and meta-competence*
- ? From multiculturalism to interculturality in rehabilitation nursing*
- ? Knowledge translation*
- ? Taxonomies and Nursing Information Systems*
- ? Nursing and law*
- ? Fundamentals and ethical principles in health care*
- ? Ethical decision-making process*
- ? Professional deontology and the Nurse's Deontological Code*
- ? Professional responsibility*

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

This curricular unit aims to develop a nursing perspective based on scientific evidence. Based on the approach to nursing theories and the development of the profession, an advanced nursing perspective is deepened, with the mobilization of the nature of action and metacompetence, as tools for reflection on and in practice. Today's society highlights the intervention of nursing professionals who are close to citizens and play a proactive role in managing the care process, promoting respect for difference and diversity in the singularity of care. Nursing is a complex intervention that uses taxonomies and information systems to develop an approach centered on people, families and communities. It is an area of intervention characterized by the use of theoretical models to support evidence-based practice, based on reflection on professional skills. The contents addressed also aim to support the implementation of complex strategies to solve ethical problems and dilemmas in a logic approp

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

Theoretical and conceptual approach of the different themes. Description and reflective analysis of practices and analysis of problems related to practice. The autonomous work of master students is the time used by the student to research, analyze and prepare the study of the content of the course, promoting self-learning and corresponding to the difference between contact hours (HC) and total hours (HT) provided in the course

Assessment is based on group work (70%) with individual oral presentation and discussion (30%). The work is supported by scientific evidence researched in databases, reflecting critical thinking and good practices that promote learning.

The work is to be delivered in the format of a written paper and/or article. An individual final mark of 10 is required to pass. For those who do not pass there will be an exam in the regular season and/or in the appeal season, the latter also for improvement.

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

This curricular unit is intended for master's students to develop their capacity for intervention characterized by a higher level of knowledge in a logic of problem solving and ethical dilemmas. They are encouraged to establish objectives and formulate options for action, based on practice, theory and research, mobilizing their experiences. The aim is to develop a vision of the complexity of the action of caring, based in a critical and reflective manner on the phenomena of the care process. Personal development is stimulated by systematizing the issues of complexity and intervention as competent professionals, in the logic of reflexivity on action with the mobilization of specialized knowledge.

The methodologies based on the reading and analysis of texts, analysis and discussion for the resolution of case problems based on nursing practice are considered adequate.

### **Bibliografia / Bibliography**

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Chinn, PL et al. (2022) Knowledge development in nursing: Theory and process (11 ed) Elsevier

Coutinho, E. et al (2018) A competência cultural em enfermagem e a Mediação Intercultural preventiva. *Migrações* (15) 66-81

Cunha, M., et al.(2016). Ethical-moral courses of action and active citizenship in health students. *PSBS* .217: 329-336.

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Deodato, S. (Coord) (2015). Deontologia profissional de enfermagem. Lisboa: Ordem dos Enfermeiros

Higa E, Coutinho, E et al (2021) Caminhos da Investigação Qualitativa na promoção da saúde. *RBPS*, 34 1-3

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ICN. (2019) ICNP Browser. <https://www.icn.ch/what-we-do/projects/ehealth/icnp-browser>

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Reis, A. et al (2022) Direito da família. In M.H Figueiredo (Ed), *Enfermagem de saúde familiar* (118-120) Lidel

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