

Isabel

<b>POLI</b> ESCOLA SUPERIOR SAÚDE <b>TÉCNICO</b> GUARDA	<b>SUBJECT DESCRIPTION</b>	<b>MODELO</b> PED.015.03
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Course	Master's degree – Community Nursing					
Subject	Specialized Nursing					
Academic year	2023.2024	Curricular year	1	Study period	1	
Type of subject	Compulsory	Student workload (H)	Total: 108	Contact: 46	ECTS	4
Professor(s)	Sérgio Joaquim Deodato Fernandes / Isabel Maria Ribeiro Fernandes					
<input type="checkbox"/> Area/Group Coordinator		Isabel Maria Ribeiro Fernandes				
<input checked="" type="checkbox"/> Head of Department						

## PLANNED

### 1. LEARNING OBJECTIVES

*With the development of this Curricular Unit, the aim is for the student, already a nurse, to be able to support clinical practice in research and knowledge, in nursing specialization.*

- Understand the evolution of the nursing discipline from a historical and theoretical conceptual perspective.*
- Analyze existing nursing theories based on the development of nursing as a profession and science of knowledge.*
- Promote discussion and reflective analysis about the evolution of nursing knowledge and its implication in the development of excellent nursing practice.*
- Promote the development of specialized thinking about nursing based on the problematization of the process of providing care to the individual/family and/or groups.*
- Reflect in a critical and sustained way on concrete situations in Community Health using theoretical and research references.*

### 2. PROGRAMME

*Philosophy, Science and Nursing.*

*Conceptual framework of nursing and its development as a science and profession.*

*Nursing Theories.*

*Specialized nursing concept.*

*Specialized practice models.*

*Definition and analysis of concepts.*

*Nursing diagnoses and interventions.*

*Critical thinking and clinical judgment in Nursing.*

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<b>POLI</b> <b>ESCOLA SUPERIOR</b> <b>SAÚDE</b> <b>TÉCNICO</b> <b>GUARDA</b>	<b>SUBJECT DESCRIPTION</b>	<b>MODELO</b> PED.015.03
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*Outcomes of specialized nursing care.*

*Nursing information systems.*

*Quality standards for specialized nursing care.*

### 3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

*The curricular unit will take place according to the defined objectives, seeking to contribute to the acquisition and development of transferable skills for the provision of nursing care. At each point of the content to be taught, the respective theoretical framework will be provided, with the aim of developing skills in students and raising awareness of the topic under study within the context of nursing practice. The use of active methodologies based on reflective and critical approaches is recommended, in accordance with the theoretical concepts and epistemological references of nursing. In this sense, the exposure of themes presupposes analysis and discussion in the classroom, from an individual and group point of view, under the pedagogical and scientific guidance of the teacher and the preparation of written works on the theme and their presentation/discussion reveal essential for the student's personal and professional development.*

### 4. MAIN BIBLIOGRAPHY

#### Mandatory

*Erdmann, A. L. (2017). Os desafios da enfermagem rumo à ciência e tecnologia mais avançada!. Revista Referência. Série IV, (13), p. 3-6*

*Fernandes, J., & Vareta, D. (2019). Enfermagem Avançada. Papa-Letras.*

*Lopes, M., Gomes, S., & Almada-Lobo, B. (2018). Os cuidados de enfermagem especializados como resposta à evolução das necessidades em cuidados de saúde. INESC-TEC.*

*Melo, P. (2020). A Enfermagem de Saúde Comunitária e de Saúde Pública. Lidel.*

*Nettina, S. (2021). Prática de Enfermagem. (11.ª ed.). Guanabara.*

*Olímpio, J., Araújo, J., Pitombeira, D., Enders, B. Sonenberg, A, & Vitor, A. (2018). Prática Avançada de Enfermagem: uma análise conceitual. Acta Paul Enferm. 31 (6):674-80. DOI <http://dx.doi.org/10.1590/1982-0194201800092>*

*Serra, M. N. (2013). Aprender a ser Enfermeiro – A construção identitária profissional por estudantes de enfermagem. Lusociência.*

*Tomey, A., & Alligood, M. (2004). Teóricas de Enfermagem e a sua Obra – Modelos e Teorias de Enfermagem (5ª. Ed). Lusociência*

	<b>SUBJECT DESCRIPTION</b>	<b>MODELO</b> PED.015.03
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**Note:** Additional bibliography may be provided during the teaching sessions, according to the specific treatment of the different themes and according to the needs and doubts emerging from the students' critical reflection.

## 5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

*The methods used aim at student-centered learning, as an agent of their own training, looking beyond specific training, especially of a technical and scientific nature, to the overall development of the student as a professional and person.*

*The teaching/learning strategies of the curricular unit are defined in order to promote interactive learning, using research strategies, critical analysis and reflective thinking.*

*The evaluation strategy was defined together with the students and includes the preparation and presentation/discussion of works/critical reviews of articles in a group, making use of active interaction strategies such as brainstorming, role-playing, group debate, among others, with the aim of promoting the development of transferable skills for the context of providing nursing care (Annex 1).*

*The assessment will be continuous corresponding to 20 values.*

*Assessment in final exam: the final exam will be graded from 0 to 20 points.*

*Successful completion of this curricular unit requires a grade equal to or greater than 10 (ten) points.*

*The same evaluation criteria will apply to students covered by special statutes, except for the attendance regime, which follows, for all due purposes, IPG regulation no. 134/2011.*

## 6 COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

*The use of active methodologies, in which the teacher assumes the role of facilitator, learning guide and gauge of the student's acquisition of skills and in which the student assumes the main responsibility for their own learning process, using research strategies, critical analysis and reflective thinking, allow the student to achieve the objectives set. To this end, students are expected to understand what characterizes specialized nursing and the practice models, making timely clinical judgments, diagnoses and interventions in accordance with what is advocated in the quality standards of specialized nursing care.*

*In this sense, it is important to promote in students' self-reflection and self-regulation skills in the learning process with a view to adopting a more interventionist role in the construction of their*

<p>POLI ESCOLA SUPERIOR SAÚDE TÉCNICO GUARDA</p>	<p><b>SUBJECT DESCRIPTION</b></p>	<p><b>MODELO</b> PED.015.03</p>
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knowledge, allowing the identification of current challenges and intervention in the training of individuals, groups, and communities for development. of strategies for providing care in partnership and for managing the decision-making process about health care within the scope of community nursing.

## 7 ATTENDANCE

1. The theoretical-practical contact hours and seminars of each curricular unit are mandatory, with the absence limit being 25% of the number of hours allocated in the study plan.

2. To marking an absence, the academic session scheduled in the timetable is considered as the standard unit.

3. Students who exceed the number of absences allowed for a curricular unit/module will fail that curricular unit/module and will not be able to take periodic assessment tests or final exams in the respective academic year.

4. In addition to the prescribed limit of absences, special situations of impediment will be considered on a case-by-case basis, with absences being able to be reduced up to 50% upon a reasoned request from the student addressed to the Director.

5. Tutorial Guidance classes are intended for moments of guidance, discussion and assessment of students and are managed between the Teacher and the student. It should be added that these classes are also mandatory at assessment times.

6. Absences must be justified on a specific form, signed by the professor of the Curricular Unit/Regent of the Curricular Unit, delivered to Academic Services within 5 working days after the impediment.

## 6. CONTACTS AND OFFICE HOURS

[sdeodato@ucp.pt](mailto:sdeodato@ucp.pt)

Opening hours available at the door of office n.º 15/ to be announced to students

[isabelfernandes@ipq.pt](mailto:isabelfernandes@ipq.pt)

Opening hours available at the door of office n.º 15/ to be announced to students.

<p>POLI</p> <p>ESCOLA SUPERIOR</p> <p>SAÚDE</p> <p>TÉCNICO</p> <p>GUARDA</p>	<p><b>SUBJECT DESCRIPTION</b></p>	<p><b>MODELO</b></p> <p>PED.015.03</p>
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**DATE**

**21 December 2023**

**SIGNATURES**

Professor

Sérgio Joaquim Deodato Fernandes

Professor

Isabel Maria Ribeiro Fernandes

Head of Department

*Isabel Maria Ribeiro Fernandes*

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<b>POLI</b> ESCOLA SUPERIOR SAÚDE <b>TÉCNICO</b> <b>GUARDA</b>	<b>SUBJECT DESCRIPTION</b>	<b>MODELO</b> PED.015.03
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### Annex 1

### Master Degree

*1.º Year/1.º Semester*

Academic Year: 2023/2024

### Curricular Unit: Specialized Nursing

## EVALUATION OF WRITTEN WORK

**Title Work:**

I – Writen Work (INDIVIDUAL)			
ITENS	CONTENTS	Score	
		ASSIGNED	OBTAINED
<b>PRESENTATION</b> (WRITTEN WORK PREPARATION GUIDE)	Cover; Cover page; Index; Margins; Spaces; Pagination; Spot; Use of Images, Schemes...; Annexes/Appendices	15 Points	
<b>ABSTRAT</b>	Framework of the theme; Summary of work.	20 Points	
<b>KEYWORDS</b>	Objectivity; Relevance; Idea Transmitted.	5 Points	
<b>INTRODUCTION</b>	Contextualization of Academic Work; with Justification of the Theme; Delimitation of the General Idea; Goals; Methodology/Structure of work.	20 Points	
<b>DEVELOPMENT</b>	Content; Organization; Language/Scientific Rigor; Depth; Relevance; Critical analysis; Synthesis Capacity.	110 Points	
<b>CONCLUSION</b>	Content (difficulties, objectives, suggestions); Relevance, Points to Retain; Critical analysis.	20 Points	
<b>BIBLIOGRAPHY</b> (WRITTEN WORK PREPARATION GUIDE)	Text References (Quotes, Source Identification,); Bibliographic references.	10 Points	
	<b>TOTAL</b>	<b>200 Points</b>	

Date:

Teacher: \_\_\_\_\_

<b>POLI</b> <b>ESCOLA SUPERIOR</b> <b>SAÚDE</b> <b>TÉCNICO</b> <b>GUARDA</b>	<b>SUBJECT DESCRIPTION</b>	<b>MODELO</b> PED.015.03
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**Master Degree**  
*1.º Year/1.º Semester*  
 Academic Year: 2023/2024

**Curricular Unit: Specialized Nursing**

**EVALUATION OF WRITTEN WORK**

**Title Work:**

1 – Written Work (GROUP)								
ITENS		CONTENTS	PONTUATION					
			ASSIGNED		OBTAINED			
<b>PRESENTATION</b> (WRITTEN WORK PREPARATION GUIDE)		COVER; TITLE PAGE; INDEX; MARGINS; SPACES; PAGINATION; SPREADSHEET; USE OF IMAGES, SCHEMES...; ANNEXES/APPENDICES.	15 Points					
<b>ABSTRAT</b>		THEMATIC FRAME; SUMMARY OF THE WORK	10 Points					
<b>KEYWORDS</b>		OBJECTIVITY; RELEVANCE; CONVEYING THE IDEA	5 Points					
<b>INTRODUCTION</b>		CONTEXTUALIZATION OF THE WORK; JUSTIFICATION OF THE THEME; DELIMITATION OF THE GENERAL IDEA; OBJECTIVES; METHODOLOGY / STRUCTURE.	15 Points					
<b>DEVELOPMENT</b>		CONTENT; ORGANIZATION; LANGUAGE/SCIENTIFIC RIGOR; DEPTH; RELEVANCE; CRITICAL ANALYSIS; SYNTHESIS CAPACITY.	80 Points					
<b>CONCLUSION</b>		CONTENT (DIFFICULTIES, OBJECTIVES, SUGGESTIONS); RELEVANCE, POINTS TO RETAIN; CRITICAL ANALYSIS.	15 Points					
<b>BIBLIOGRAPHY</b> (WRITTEN WORK PREPARATION GUIDE)		REFERENCES IN TEXT (CITATIONS, IDENTIFICATION OF SOURCES,...); BIBLIOGRAPHICAL REFERENCES	10 Points					
<b>SUB-TOTAL</b>			150 Points					
2 – ORAL PRESENTATION/DISCUSSION								
ITENS		PONTUATION/STUDENT						
		ASSIGNED	OBTIDA					
			1	2	3	4	5	6
<b>FACILITY OF EXPRESSION</b>		15 Points						
<b>STRATEGIES</b>		10 Points						
<b>CONTENT DOMAIN</b>		15 P Points						
<b>DISCUSSION</b>		10 Points						
<b>SUB-TOTAL</b>		50 Points						
<b>TOTAL = 1 + 2</b>		200 Points						
STUDENTS			FINAL NOTE		Signature			
<b>GROUP ELEMENTS</b>	1 -							
	2 -							
	3 -							
	4 -							
	5 -							

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

