

POLI ESCOLA SUPERIOR SAÚDE TÉCNICO GUARDA	SUBJECT DESCRIPTION	MODELO PED.015.03
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Course	Course of Nursing – 1st Cycle (79500)					
Subject	Intensive Care Nursing					
Academic year	2023/2024	Curricular year	4th	Study period	1st semester	
Type of subject	Elective	Student workload (H)	Total: 54	Contact: 35	ECTS	2
Professor(s)	Paulo Jorge Lopes Matos					
<input type="checkbox"/> Area/Group Coordinator <input checked="" type="checkbox"/> Head of Department			Paulo Jorge Lopes Matos (select)			

PLANNED

The course unit *Intensive Care Nursing* is structured in:

Hours: Total: 54; Contact: T: 17; TP: 18 = 35

1. LEARNING OBJECTIVES

- Know the basis of the pathophysiological process, with a view to understanding the changes produced by the disease in the person in intensive care;
- Manage and interpret information from different sources, with a view to systematizing knowledge based on scientific evidence, optimizing its internalization / reflection process;
- Identify the fundamental needs affected by the person in the context of the nursing intervention in intensive care;
- Mobilize the necessary knowledge to solve problems with an increasing degree of complexity;
- Plan and execute, in a systematic and substantiated way, a Nursing action plan, in order to respond to the identified needs / problems;
- Communicate effectively, articulating the discourse in a sustained manner, adapting it to the context and the most opportune way;
- Critically and reflexively analyze your practice, in order to adapt it and increase your degree of autonomy;
- Take responsibility for your continuous and progressive learning.

Competencies:

It is intended that this course unit contributes to the acquisition and development of competencies for the Generalist Nurse, listed in Order of Nurses (2015). General Care Nurse Skills Profile Regulation. No. 190/2015, in Diário da República, 2nd series, No. 79 of April 23, 2015.

2. PROGRAMME

- I – INTRAHOSPITAL EMERGENCY
- II – INTENSIVE MEDICINE
- III – INTENSIVE CARE UNIT
- IV – EXTENDED LIFE SUPPORT
- V – THE PERSON IN A CRITICAL CLINICAL SITUATION
- VI – COMMUNICATION IN INTENSIVE CARE UNIT

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3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The **Intensive Care Nursing** Curricular Unit addresses content related to health care for people in critical situations, within the scope of in-hospital emergency and intensive care, allowing students to acquire and deepen scientific, technical, human and cultural knowledge, fundamental in nursing care for patients under all aspects of nursing intervention in intensive care units; the development of skills for the provision of nursing care in a systematic way and based on contexts of increasing complexity, as well as the demonstration of skills of educational and training intervention in formal and informal contexts, with users / families, social networks and extended systems. They also allow the integration and profitability of the various themes within the scope of nursing intervention in a reflective aspect with a view to its progressive evolution.

4. MAIN BIBLIOGRAPHY

OBLIGATORY:

- Andrade, M. (2009). *Guias Práticos De Enfermagem - Cuidados Intensivos*. Mcgrawhill.
- Baird, M.; Bethel, S. (2012). *Manual de enfermagem no doente crítico*. (6ª ed.). Elsevier Editora.
- Irwin, R.; Rippe, J. (2003). *Manual de Terapia Intensiva*. Rio de Janeiro: MEDSI.
- Marcelino, P.; Marum, S.; Fernandes, A. (2008). *Manual de Ventilação Mecânica no Adulto. Abordagem ao Doente Crítico*. Loures: Lusociência.
- Pinho, J. (2020). *Enfermagem em Cuidados Intensivos*. Lisboa: Editora LIDEL. ISBN: 978-989-752-419-6.
- Ponce, P.; Mendes, J. (2015). *Manual de Medicina Intensiva*. Lisboa: Editora LIDEL. ISBN: 978-989-752-070-9.
- Schell, H.; Puntillo, K. (2005). *Segredos em Enfermagem na terapia Intensiva: respostas necessárias ao dia a dia nas unidades de terapia Intensiva*. Porto Alegre: Artmed;
- Sheehy's, S. (2011). *Enfermagem de Urgência: da teoria à prática* (6.ª ed.). Loures: Lusociência.
- Swearingen, P.; Keen, J. (2004). *Manual de enfermagem de Cuidados Intensivos: intervenções de enfermagem independentes e interdependentes* (4ª ed.). Loures: Lusociência.
- Silva, R.; Lage, M. (2010). *Enfermagem em Cuidados Intensivos*.
- Urden, L.; Stacy, K. e Lough, M., (2008). *Thelan's - Enfermagem de Cuidados Intensivos - Diagnóstico e Intervenção*. (5ª ed.). Trad. Fernanda Silva, Leonor Abecasis e Teresa Leal. Loures: Lusodidacta.
- Urden, L.; Stacy, K. e Lough, M., (2013). *Cuidados Intensivos de Enfermagem - Diagnóstico e Intervenção*. (6ª ed.). Elsevier Editora.
- Viana, R.; Whitaker, I. (2010). *Enfermagem em Terapia Intensiva - Práticas e Vivências*. Editora Artmed

RECOMMENDED:

- Acker, D.; Alexander, J.; Aliff, T. et al. (2008). *Manual Merk de Informação Médica – Edição ampliada e actualizada*. Barcelona: Editora Oceano.
- Marcelino, P.; Marum, S.; Caramelo, N.; Alves, C.; Dias, C.; Alves, I. (2006). *Guia Prático para a Abordagem da Insuficiência Renal em Cuidados Intensivos*. Loures: Lusociência.
- Monahn, F., et. al. (2010) - PHIPHS – *Enfermagem Médico – Cirúrgica – Perspetivas de Saúde e Doença*. 8.ª Edição. Loures: Lusociência
- Schäffler, A.; Menche, N. (2004). *Medicina Interna e Cuidados de Enfermagem – Manual para Enfermeiros e Outros Profissionais de Saúde*. Loures: Lusociência.

WEBSITES OF INTEREST:

- Sociedade Portuguesa de Cuidados Intensivos. Link: <https://www.spci.pt>
- Associação de Enfermeiros Especialistas em Enfermagem Médico-Cirúrgica - Pessoa em Situação Crítica. Link: <https://aeeemc.com/>
- Associação de Enfermagem Cuidar A Pessoa Em Situação Crítica. Link: <https://aecpsc.pt>

Note: Further reading can be provided during the teaching sessions, according to the specific treatment of different themes and according to the needs and concerns emerging from the student's critical thinking.

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5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

In this curricular unit search promoting the use of active methodologies consistent with the objectives and the expected learning results, in which the teacher assumes the role of facilitator and advisor of learning and gauges the acquisition of skills by the student and the student assumes himself as the main responsible for his learning process itself, using investigation and reflection strategies.

The strategies consist of teaching sessions of an expository / participatory character using audiovisual means to reinforce the exposure and thus facilitate the understanding of the contents. Written group work with reflection and thematic debate.

Conducting a group of guided research on topics in the literature and online library, developing, presenting and discussing works on subjects in the curriculum, under the supervision of the teacher, in order to guide and support the work they are doing.

The classification is individual and the **continuous assessment** will be based on the realization, presentation and discussion of a group work (100%) within the curriculum:

- a) **Work: 20 values;** (75% Work Writing – 15 values + 25% Work Presentation / Discussion Single – 5 values).
The student who does not do one of the components of the evaluation, not get classified in the preparation of this work;
- b) If the notice is less than 10 (ten) values, students will be sent for final exam, provided they have met the requirements of continuous assessment (system of compulsory attendance).

Students covered by special statutes apply the same evaluation criteria, except for the attendance system, which goes to all intents and purposes the Regulation N. ° 134/2011 of the IPG, published in the Diário da República, 2nd series – no. 36 of February 21, 2011, page 8909 and following.

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

Taking into account the essence of the established objectives and the competences to be demonstrated by the students, it becomes necessary to establish strategies that promote an interactive and reflective learning, focused on the student and adapted to non-classroom teaching, in a distance model typology.

The use of expository and active / participatory methodologies are intended to facilitate and guide learning and the development of skills by the student, who takes responsibility for his own learning process.

Thus, strategies that stimulate discussion, reflection, training and research are used throughout the different types of classes taught, which enable it to recognize the health needs / problems of the adult and elderly in the context of nursing in intensive care in a holistic perspective; identify perspectives, strategies and intervention techniques in relation to them; promote the recovery and rehabilitation / readaptation of the person, integrating the acquired knowledge, valuing and framing the different themes in the health of the communities; develop scientific, technical, human and sociocultural knowledge, fundamental in nursing care in a reasoned manner; develop skills for the provision of nursing care, particularly in intensive care, in a systematic and progressively more autonomous manner, with a view to its continuous training, also demonstrating communicational and relational skills of educational and training intervention in formal and informal contexts, with users / families, social networks and extended systems.

7. ATTENDANCE

Under the Information n. ° 1/D.ESS/11 of June 14, 2011:

1. The contact hours theoretical and practical, and practical laboratory and seminar each course are compulsory, and the absence limit of 25% of the number of hours allotted to it in the syllabus.

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2. To effect of tagging fault is considered as the standard unit, the teaching session under hours.
3. Students who exceed the allowed number of absences for a course unit / module are disapproved this course unit / module cannot perform periodic assessment tests or final exam in the respective school year.
4. Beyond the limit of absences predicted, will be considered on a case, the special situations of impediment, the faults can be relieved up to 50% based upon application of the student directed the Director of ESS.
5. Since the student has completed enrollment in the first regime of attendance as provided in paragraph. 1, 2, 3 and 4, the second and subsequent enrollment the student has no obligation to comply with the regime of compulsory attendance or presence.

Absences must be justified in printed form, signed by the teacher of Course / Module responsible, the Academic Services delivered within 5 working days after the impediment.

Students with any of the special statutes laid down by law, regulation N. ° 134/2011 of the IPG will be applied, according to the Official Gazette, 2nd Series – N. ° 36 of 21 February 2011, page 8909 et seq.

8. CONTACTS AND OFFICE HOURS

Regent and Teacher: Paulo Jorge Lopes Matos – Cabinet 12.

Service hours available on the cabinet door.

Email: paulo.matos@ipg.pt

9. OTHERS

Preparation, presentation and written work group discussion:

The topic to be addressed, as well as its development, should follow the guidance of the responsible teacher. Papers are delivered, presented and discussed on a date to be agreed with the responsible teacher. The presentation will run for a maximum period of 15 minutes, followed by its discussion with a maximum duration of 5 minutes. The work will be presented and discussed by all the constituent elements of the same, in order to allow the individual classification of each student, through the appreciation, by the responsible teacher, of the participation of each student in the elaboration and discussion of work.

The development, or body of the written work, must comprise a maximum of 10 pages, with the typology of *paper* (scientific article) and in appendix a *scientific poster* (with presentation summary: 1 page). The Work will be evaluated taking into account the 20 values attributed to it, according to the following weighting: 75% Written Work (15 values) + 25% Individual Presentation / Discussion (5 values).

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DATE

18 September 2023

SIGNATURES

Head of Department / Professor

Raulo Gomes Lopes Mendes
(signature)

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APPENDICE

POLI
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WRITTEN WORK EVALUATION

TITLE OF WORK:

1 – WRITTEN WORK							
ITEMS	CONTENDS	SCORE					
		ATTRIBUTED	OBTAINED				
PRESENTATION (GUIDE FOR THE PRESENTATION OF WRITTEN WORKS)	Cover, Title page; Index; Margins; Spaces; Paging/Foliation; Marking; Figures, Graphics, Charts, Tables; Appendices/Attachments.	15 Points					
ABSTRAT	The thematic framework; Overview of the work.	10 Points					
KEYWORDS	Objectivity; Relevance; Transmitted idea.	5 Points					
INTRODUCTION	Contextualization; Justification of the theme; Delimitation of general idea; Objectives; Methodology/Structure.	10 Points					
LITERATURE REVIEW (DEVELOPMENT)	Content; Organization; Language/Scientific rigor; Thoroughness; Pertinence; Critical Analyses; Synthesis Capacity.	65 Points					
CONCLUSION	Content (difficulties, objectives, suggestions); Pertinence; Points to retain; Critical analysis.	10 Points					
BIBLIOGRAPHY (GUIDE FOR THE PRESENTATION OF WRITTEN WORKS)	References in text (citations, identifying sources); Bibliography references.	10 Points					
POSTER	Presentation; Organization; Content; Adequacy to the Theme; Rationale; Synthesis Capacity; Identifying Elements.	25 Points					
SUB-TOTAL		150 Points					

2 – ORAL PRESENTATION/DISCUSSION							
ITENS	SCORE/STUDANT						
	ATTRIBUTED	OBTAINED					
		1	2	3	4	5	6
EXPRESSION FACILITY	15 Points						
STRATEGIES	10 Points						
DOMAIN CONTENTS	15 Points						
DISCUSSION	10 Points						
SUB-TOTAL	50 Points						
TOTAL = 1 + 2	200 Points						

STUDENT NAME		FINAL MARK	SIGNATURE
ELEMENTS OF GRUPE	1 -		
	2 -		
	3 -		
	4 -		
	5 -		

Date: ____ / ____ / ____

Professor: _____