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<b>POLI</b> ESCOLA SUPERIOR SAÚDE <b>TÉCNICO</b> <b>GUARDA</b>	<h2 style="margin: 0;">SUBJECT DESCRIPTION</h2>	<b>MODELO</b> PED.015.03
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<b>Course</b>	<b>Course of Pharmacy - 1. Cylce</b>					
<b>Subject</b>	<b>Option-First Aid</b>					
<b>Academic year</b>	2023/2024	<b>Curricular year</b>	3rd	<b>Study period</b>	2nd semester	
<b>Type of subject</b>	Compulsory	<b>Student workload (H)</b>	Total: 54	<b>Contact: 37.5</b>	<b>ECTS</b>	2
<b>Professor(s)</b>	António Manuel Almeida Tavares Sequeira					
<input type="checkbox"/> Area/Group Coordinator <input checked="" type="checkbox"/> Head of Department		(select) António Manuel Almeida Tavares Sequeira				

### PLANNED SUBJECT DESCRIPTION

#### 1. LEARNING OBJECTIVES

The First Aid Curricular Unit has the following main objectives:

- 1) Understand the Conceptual Health/Illness process;
- 2) Acquire knowledge in the area of First Aid;
- 3) Acquire skills for good professional performance in trauma and medical emergency situations;
- 4) Develop skills within the scope of basic life support.

#### 2. PROGRAMME

- 1) General principles of first aid. The Integrated Medical Emergency System (SIEM).
- 2) General assessment of the victim at the scene of the incident and its importance;
- 3) Basic life support (BLS) and automatic external defibrillation (AED);
- 4) Changes in vital functions / State of Consciousness. Hypertensive crisis. Convulsive crisis. Acute myocardial infarction. Stroke. Pulmonary thromboembolism;
- 5) Foreign bodies in the airway. Asphyxiation
- 6) Asthmatic crisis;
- 7) Wounds and hemorrhages;
- 8) Burns;
- 9) Bone fractures. Muscle injuries. Sprain/dislocation;
- 10) Metabolic changes (diabetes);
- 11) Action of extreme environmental temperatures on the human body. Thermal shock/heatstroke.

#### LABORATORY PART

- 1) Observation of the victim and assessment of vital signs.
- 2) Basic life support (BLS) - cardiopulmonary resuscitation (CPR); placing the victim in a lateral safety position (PLS); treatment of airway obstruction by a foreign body.
- 3) Treatment of small wounds and their protection.
- 4) Immobilization of injured limbs.
- 5) Handling and transporting the victim taking into account the type of injury.

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### 3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The syllabus presented meets the objectives of the First Aid Curricular Unit, with a view to acquiring health skills, competencies and knowledge on the part of students, fundamental for understanding the importance of general principles, as a result of pathophysiological changes to the level of the various organic systems, their etiology, diagnosis and treatment, with a view to their recovery and rehabilitation, as well as the development of preventive measures. The proposed contents make it possible to support an intervention adjusted to the real needs of individuals within the scope of professional practice.

### 4. MAIN BIBLIOGRAPHY

CVP (2011). Manual de Socorrismo. Lisboa: Cruz Vermelha Portuguesa;

COIMBRA, Nelson (Coord.). (2021). Enfermagem de Urgência e Emergência. Lisboa: Lidel-edições técnicas, Lda. ISBN 978-989-752-574-2

DIREÇÃO GERAL DA SAÚDE (2010). Acidente Vascular Cerebral – Itinerários Clínicos, Lidel.

INEM (2013) Sistema Integrado de Emergência Médica. 1ª Edição, Lisboa: INEM

INEM (2020) Emergências Médicas. 1ª Edição, Lisboa: INEM

Manual de Urgência e Emergência (2012), 2ª Edição, Lisboa

MINISTÉRIO DA SAÚDE (2019). Programa Nacional para as Doenças Cérebro-Cardiovasculares 2019.

MOLINA, P. E. (2021). Fisiologia Endócrina. 5ª Edição. McGraw Hill. ISBN:978-6558040019

PHIPPS, Wilma J.; SANDS, Judith K.; MAREK, Jane F. (2008). Enfermagem Médico-Cirúrgica. Conceitos e Prática Clínica. 8ª Edição, Lisboa: Lusociência.

POLIT, D. F., BECK, C. T. (2019). Fundamentos de Pesquisa em Enfermagem. Avaliação de Evidências para a Prática de Enfermagem (9ª ed.). Porto: Artmed.

PONCE, P.; Mendes, J (2015). Manual de Medicina Intensiva. Lisboa: Editora LIDEL

Ponce, P., & Mendes, J. J. (2019). Manual de Urgência e Emergências - 3ª edição. Lisboa: Lidel.

Seeley, R., Stephens, D., & Tate, P. (2001). Anatomia e Fisiologia. (3ª edição). Loures: Lusodidata;

SHEEHY, Susan (2011). Enfermagem de Urgência – da Teoria à Prática. 6ª Edição. Lisboa: Ed. Lusociência

Soares, L. M., & Arruda, C. (2012). Ortopedia, realidade e prática no serviço de urgência. Porto: Lidel.

**Note:** Further bibliography might be provided along the teaching classes, according to each theme's specific treatment, but also based on the student's needs and doubts that might emerge through discussion and critical thinking.

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## 5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

Throughout each class, questions were asked in order to assess knowledge learning and allow concepts to be clarified. In classes, questions and practical problems were exposed on the different contents, with the analysis of clinical cases. Continuous assessment consisted of 1 test on the theoretical program (75% of the final classification) and the evaluation of the practical-laboratory component (25% of the final classification). Failure to pass continuous assessment implies an exam on the entire subject, at the times scheduled for this purpose. Approval in the curricular unit results from a minimum final grade of ten values, on a scale of zero to twenty values.

## 6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

Teaching methodologies aim to achieve the objectives of the curricular unit. The teaching methods and actions developed by the teacher are organized in such a way that student teaching reaches levels of excellence and at the same time allows students to achieve the objectives of the curricular unit.

The use of active methodologies, in which the teacher assumes the role of facilitator and guide of learning and assesses the student's acquisition of skills and the student assumes himself as the main responsible for his own learning process, using research and reflection strategies, they allow the student to recognize health problems from a holistic perspective, identify perspectives, strategies and intervention techniques in response to the client's needs/problems.

Teaching is based on a style of assertiveness on the part of the student, in order to feel important in the teaching-learning process. The achievement of the objectives is based on the exposure of theoretical content and the carrying out of group work, with the student having an active and interrogative role about the different themes.

## 7. ATTENDANCE

Mandatory attendance at 75% of Laboratory Practice classes to carry out continuous assessment.

Absences must be justified on a specific form, signed by the teacher of the Curricular Unit/responsible for the Module, delivered to Academic Services within 5 working days after the impediment.

## 8. CONTACTS AND OFFICE HOURS

### Curricular Unit of Nursing in Urgency and Emergency

Regent: António Manuel Almeida Tavares Sequeira

Service Hours: Tuesday(08h30-12h30)  
 sequeira10@ipg.pt  
 Office Nº 12

## 9. OTHERS

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**DATE**

**12 de março de 2024**

**SIGNATURES**

*Professor(s), Area/Group Coordinator or Head of Department signatures*

**Professor**

António Manuel Almeida Tavares Sequeira

(signature)