

Course Unit: 9500631 – Clinical Teaching-Medical-Surgery Nursing Specialities

Year 3 Semester 1 ISCED Code: 913 ECTS: 8

Type of Course Unit: Compulsory Delivery Mode: Face-to-face

Language of Instruction: Portuguese

COURSE COORDINATOR: Rogério Manuel Ferrinho Ferreira

HOURS OF WORK

TOTAL HOURS	Contact Hours								Hours in autonomous work
	Theory	Theory and practice	Practical and laboratory work	Field work	Seminar	Internship	Tutorial guidance	Other	
224								145	79

Prerequisites (if applicable): Clinical Training: Basics of Nursing; Medical-Surgical Specialities

LEARNING OUTCOMES (knowledge, skills and competence)

The student is expected to be able to:

- Collect data on the care of the person and family, inserted in a health unit;
- Demonstrate planning skills, execution and evaluation of activities, applying scientific work methodology;
- Master the technical procedures in providing nursing care;
- Use oral and written communication appropriate to the profession;
- Develop an appropriate relationship with the person / family, multidisciplinary team and counselors / teachers;
- Develop skills that contribute to the improvement of learning;
- Demonstrate behaviors inherent to the characteristics of the profession.

CONTENTS

The Clinical Teaching aims at the articulation and integration of contents taught in the Nursing Course of Medical-Surgical Specialities, in order to enable the acquisition and development of the skills necessary to care for the person in the following areas of medical-surgical specialties:

- the person in critical situation,
- the person with orthopedic and traumatological disorders and
- the person with cancer disease.

DEMONSTRATION OF THE CONTENTS COHERENCE WITH THE COURSE UNIT'S LEARNING OUTCOMES

With the Clinical Teaching in Nursing of Medical-Surgical Specialities, the student is provided with the practice of caring practices in care contexts related to the care of the critically ill person, the person with orthopedic and traumatological dysfunctions and the person with cancer disease. Learning objectives will be assessed by means of an evaluation instrument in which the objectives and the items that are implied are defined.

The Clinical Teaching will take place in care contexts of the specific areas of expertise in various hospital institutions. Each student will be under the direct guidance of a nurse and with scientific-pedagogical supervision of a teacher, providing joint moments of reflection and appreciation of the work planned and developed in accordance with the objectives set for this course.

TEACHING METHODOLOGIES

Clinical guidance and supervision, carried out in partnership by the preceptor nurse and the professor of the School of Health of the Polytechnic Institute of Beja.

DEMONSTRATION OF THE COHERENCE BETWEEN THE TEACHING METHODOLOGIES AND THE LEARNING OUTCOMES

Clinical practice under preceptorship will be the methodology used during the clinical performance inherent in clinical teaching, being transversal to all learning objectives. Guiding teachers in formative assessment moments will also focus on learning objectives.

In addition, preceptors nurses in clinical context should demonstrate procedures, guide the development of different practical activities, use collaborative and interactive processes that promote student learning. Reflection spaces should be created in a clinical context that promote constructive change in students.

From the outset, students are encouraged to define their learning project, which should be a contribution to the development of critical thinking and a reflection-promoting methodology focused on student action in the learning context.

Conducting research is a methodology that aims to respond to learning objectives, with particular relevance to the objective "Develop skills that contribute to the improvement of learning".

EVALUATION METHODS

- Use of an assessment instrument, focused on learning objectives and which allows to evaluate the student's performance in clinical teaching. Implementation of the instrument will take place in two meetings for this purpose, the formative evaluation meeting and the final meeting.

- Evaluation of the personal learning project, with greater relevance for the analysis and reflection on their learning and development of competences in clinical context.

- Research work and case analysis, aiming to foster research and development of critical thinking.

MAIN BIBLIOGRAPHY

- Cunha, E. L. (2008). Orthopedics Nursing. Lisbon: Lidel.

- Lourenço, M. J. ; Ferreira, O. & Baixinho, C. L. (2016). Position Therapy - Contributing to Safe Health Care. Loures: Lusodidacta.

- Monsieurs, K. ; Nolan, J. ; Bossaert, L. ; Greif R. ; Maconochie, I. ; Nikolaou, N. ; Perkins, G. ; Soar, J. ; Truhlář, A. ; Wyllie, J. ; Zideman, D. (2015). European Resuscitation Council Guidelines for Resuscitation 2015. Resuscitation 95, 1-80. Available at: [http://www.resuscitationjournal.com/article/S0300-9572\(15\)00350-0/pdf](http://www.resuscitationjournal.com/article/S0300-9572(15)00350-0/pdf)

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- Urden, L., Stacy, K., & Lough, M. (2008). Intensive Care Nursing: Diagnosis and Intervention. Loures: Lusodidacta.

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Year of implementation: 2019/2020 | Date of approval by the Technical-Scientific Board: