

NURSING POSTGRADUATE PROGRAM – LIST OF DISCIPLINES

Discipline	Prof. Dr.	Summary Of The Discipline	Overview
Anatomy and Physiology of the Teaching-Learning Process from the Andragogical Perspective (4 credits)	Júlio César André Alba R de Abreu Lima e Vania M S Brinze	This course focuses on the concept of learning science, memory contextualized in cognitive neuroscience, adult learning, principles and theories of learning, educational objectives, and the foundations of effective teaching-learning processes.	To understand the anatomical and physiological fundamentals of the teaching-learning process, effective within the context of andragogy.
Evaluation of Health and Nursing Services (2 credits)	Marli de Carvalho Jericó	This course aims to provide a reflective analysis of the conceptual aspects and methodological strategies involved in the evaluation of health services and the nursing work process, as well as to analyze evaluative experiences.	To understand and discuss evaluation in health institutions from multiple perspectives.
Assessment and Feedback in Health Education (4 credits)	Júlio César André, Alba R de Abreu Lima e Josimerci I L Faria	This course focuses on the assessment process based on the premise that evaluation fundamentally consists of determining the extent to which educational objectives—designed to promote behavioral change in students—are being achieved. Thus, evaluation should be aligned with the goals of the course.	To understand that the foundation of any formal education is evaluation, conceived as a systematic process of collecting and interpreting information derived from assessment data, enabling the monitoring of students' learning experiences.
Communication, Interpersonal Relationships, and Health-Related Quality of Life (4 credits)	Rita de Cássia Helú, Marielza Ismael Martins	This course addresses communication processes in healthcare, with an emphasis on nursing. It offers a description, characterization, and analysis of key phenomena and processes of human relationships across various sociocultural contexts. It focuses on interpersonal relationships and therapeutic communication strategies, grounded in the philosophical-theoretical framework of Hildegard Peplau. The course provides essential knowledge for developing therapeutic relationships, aiming to foster relational competencies necessary for enhancing interactions between healthcare professionals and patients.	Broaden knowledge and experiences in communication and contemporary worldviews; Promote understanding and appreciation of languages used in today's societies and their role in the production of knowledge; Understand basic psychological processes of human development and the interrelation between physical, cognitive, and psychosocial spheres across different sociocultural contexts; Equip students with essential knowledge for establishing effective therapeutic relationships.

<p>Palliative Care and the Multidisciplinary Team</p> <p>(2 credits)</p>	<p>Maria Helena Pinto</p>	<p>This course addresses the principles of Palliative Care, the determinants of humanized care, and the multidisciplinary assistance provided to patients with life-limiting conditions and their families, particularly during the dying process.</p>	<p>Critically analyze the conceptual, philosophical, and ethical foundations of Palliative Care, with emphasis on the dignity of the person at the end of life. Reflect on death and finitude and their implications for contemporary care. Develop competencies for creating individualized, evidence-based care plans. Make ethical decisions in terminal care, valuing autonomy, empathetic communication, humanization, and interdisciplinary collaboration. Critically recognize clinical contexts that indicate the need for Palliative Care.</p>
<p>From Project to Product: Stages of Stricto Sensu Graduate Studies</p> <p>(4 credits)</p>	<p>Zaida Aurora Sperli Gerales Soler</p>	<p>This course addresses the academic journey of graduate students in the PPGE/FAMERP, considering the articulation between research topic, advisor, research line and group, and the umbrella project. It discusses research project design, relevance, applicability, and methodological consistency, as well as the organization of academic credits, the General Qualification Exam, and dissertation structure (introduction, objectives, methods, results, discussion, and supplementary elements).</p>	<p>To present the step-by-step process of the academic master's program at FAMERP, helping students understand its organization, the interrelation and relevance of the courses, and develop a critical perspective for the preparation of their dissertation.</p>
<p>Teaching Internship</p> <p>(4 credits)</p>	<p>Coordenador do PPGE</p>	<p>The teaching internship is a key component in graduate training, aimed at preparing and enhancing students for academic teaching at the higher education level. This experience involves participating in undergraduate courses under the supervision of a faculty member and the student's advisor. It allows students to develop pedagogical skills, apply theoretical knowledge in educational practice, and refine their competencies as future university educators.</p>	<p>To prepare graduate students for teaching responsibilities, enabling them to perform effectively in higher education settings.</p>
<p>Strategies for Scientific Publication</p> <p>(4 credits)</p>	<p>Eny Maria Goloni Bertollo, Ana Livia Silva Galbiatti Dias</p>	<p>This course focuses on structural analysis strategies for scientific articles and the key elements for successful publication. It includes guidance on writing each section of the article (title, abstract, introduction, methodology, results, discussion, and conclusion), and preparing graphical material. Students will also explore bibliometric evaluation tools and their concepts. The course emphasizes strategies for engaging readers, increasing citation rates, avoiding plagiarism, and presenting research findings clearly and objectively.</p>	<p>Enable students to write scientific articles for publication in high-impact journals.</p> <p>Equip students to select journals appropriate to their research.</p> <p>Conduct bibliographic research and use digital tools for producing high-quality scientific texts.</p>

<p>Collaborative Tool for Conducting Scoping and Systematic Reviews: Rayyan® (2 credits)</p>	<p>Júlio César André</p>	<p>This course aims to provide students with an in-depth understanding of collaborative tools used in scoping and systematic reviews, with an emphasis on the Rayyan® platform. Topics include the importance and benefits of collaborative tools, features and functionalities of Rayyan®, case studies, challenges and limitations, comparisons with other market tools, best practice guidelines for effective use, and future perspectives.</p>	<p>Enable students to use collaborative tools, focusing on Rayyan®, for conducting scoping and systematic reviews. Provide a comprehensive understanding of Rayyan®'s functionalities, practical applications, challenges, and limitations. Develop critical skills for comparative analysis of collaborative tools in academic and scientific contexts.</p>
<p>Tool for Identifying Gaps in the Literature for Research Project Development: Scoping Reviews (3 credits)</p>	<p>Júlio César André Alba R de Abreu Lima</p>	<p>This course addresses the identification of gaps in the literature and the definition of intervention strategies in specific contexts of health and health education research. It emphasizes the use of primary research reviews, particularly the scoping review, as a tool for mapping and synthesizing evidence. Conceptual and methodological foundations are presented based on the Joanna Briggs Institute (JBI) framework.</p>	<p>Demonstrate the growing relevance of primary research reviews in the context of evidence-based practice. Highlight scoping reviews as tools for mapping, clarifying definitions, and delineating concepts in complex or underexplored areas. Show their usefulness in contexts where the literature is heterogeneous and unsuitable for systematic review but requires synthesis of available evidence.</p>
<p>Cost Management in Nursing and Health (2 credits) Interinstitucional</p>	<p>Marli de Carvalho Jericó</p>	<p>This course focuses on the assumptions and models underpinning cost management studies in health and nursing services. It discusses management as a tool to support informed decision-making and its ethical and legal implications. It also explores cost management in research production and the development of innovative projects for implementation in health organizations with a focus on efficiency.</p>	<p>Reflect on the theoretical frameworks and models guiding cost management in health and nursing services. Recognize cost management as a managerial tool for enhancing decision-making in 21st-century healthcare. Apply cost management knowledge to research development. Contribute to the design of innovation projects aimed at improving efficiency in health service organizations.</p>
<p>Innovation and Entrepreneurship in Health (5 credits) Interinstitucional</p>	<p>Marli de Carvalho Jericó</p>	<p>This course addresses the basic concepts of innovation and entrepreneurship in health, particularly in nursing. It focuses on innovation and creativity, innovation management, opportunity identification, problem mapping, business model and impact, managerial tools, and entrepreneurial competencies.</p>	<p>Acquire competence in the use of management and innovation tools applicable to health and nursing services. Understand the relevance of entrepreneurship in professional nursing practice and related fields.</p>

<p>Mendeley and the Modern Management of Academic References</p> <p>(4 credits)</p>	<p>Vania Brinze</p>	<p>Study of the main reference management tools used in scientific research, with an emphasis on the practical application of Mendeley. Exploration of Mendeley's features for organizing, importing, exporting, and sharing references; automatic insertion of citations; and formatting of bibliographic lists in various citation styles. Integration with word processors and collaboration within research groups. Overview of digital collection management, best practices for reference standardization, and academic ethics in handling bibliographic sources.</p>	<p>To train graduate students in the use of reference management tools, particularly Mendeley, for the management, organization, and standardization of citations and references in academic work, thereby promoting efficiency, scientific collaboration, and methodological rigor in knowledge production.</p>
<p>Methodology and Statistics in Nursing and Health Sciences Research</p> <p>(5 credits)</p>	<p>Natália Sperli, Moacir de Godoy Cláudia Eli Gazetta</p>	<p>This course covers essential concepts guiding the pursuit of scientific knowledge, aiming to equip students with the ability to design robust research projects. It explores the fundamentals of research methods, statistics, and epidemiology, with a focus on their practical application in healthcare settings. The course provides essential tools for conducting high-quality, relevant scientific research with methodological rigor.</p>	<p>Understand research methods with an emphasis on the quantitative approach. Acquire skills to plan, conduct, and effectively communicate research findings. Grasp biostatistical concepts necessary to develop and execute a research project with methodological rigor.</p>
<p>Educational and Instructional Methods in the Workplace</p> <p>(2 credits)</p>	<p>Nádia Poletti</p>	<p>This course addresses the development of the teaching-learning process within health education, particularly in nursing. It considers edu-communicative procedures, active teaching methods and techniques suited to the health field and community engagement, organization and evaluation of educational work, as well as the development and assessment of instructional materials.</p>	<p>Contribute to the student's education by providing foundational knowledge of the educational teaching-learning process.</p>
<p>Qualitative Methods in Nursing and Health Research</p> <p>(2 credits)</p>	<p>Maria Helena Pinto Rita de Cássia Helú M Ribeiro</p>	<p>This course focuses on the conceptual, methodological, and ethical principles of qualitative research, recognizing that health and illness are influenced by social and cultural factors that go beyond the biological dimension. It emphasizes various strategies for qualitative data collection and analysis.</p>	<p>Understand key aspects of qualitative methodology in nursing and in the broader health field.</p>
<p>Holistic Care of the Elderly</p> <p>(2 credits)</p>	<p>Natália Sperli Rita de Cássia Helú M Ribeiro</p>	<p>This course offers theoretical and practical training in health and gerontology, enabling professionals to understand the aging process and address the multiple needs of the elderly. Grounded in Dorothea Orem's Self-Care Theory, it fosters the development of skills aimed at promoting autonomy, self-care, and comprehensive and humanized care. It discusses the philosophical and epistemological foundations of nursing, guiding critical, ethical, and context-sensitive</p>	<p>Understand the aging process in its biological, psychological, social, and spiritual dimensions. Train students to develop comprehensive care actions focused on health promotion, disease prevention, treatment, and rehabilitation of older adults. Encourage a critical and ethical professional practice centered on autonomy and quality of life for the elderly. Equip students for care in hospital, outpatient, and home settings,</p>

		practice at all levels of elderly healthcare, including family support.	grounded in gerontology and nursing principles. Promote multiprofessional collaboration and family support in the context of aging.
The Role of Nursing in Public Health Policies in Brazil (2 credits)	Maria Amélia Ponce	This course focuses on the evolution and role of nursing in shaping health policies within the dynamics of society and healthcare practices. It examines the development of the Unified Health System (SUS) from historical, administrative, and political perspectives, and discusses the relationship between health policies, individual and collective needs, nursing care activities, and health service organization. Theoretical-philosophical foundations include Mendes' Chronic Care Model (2007) and Horta's Theory of Basic Human Needs. The role of nurses in public policy is explored to promote discussion on their central role in implementing work processes that bring public health policies into practical effect.	Contextualize the history of health policies in Brazil. Discuss the importance of Social Determinants in the implementation of public health policy through SUS. Identify major health systems in Brazil and globally. Analyze the main challenges facing SUS. Discuss healthcare models and the Care Network, emphasizing the reorganization of healthcare services and the role of nursing as a key actor in public policy implementation.
Mixed Methods Research in Nursing and Health (2 credits)	Marli de Carvalho Jericó	This course explores the historical background, concepts, applications, typologies, and methodological strategies involved in mixed methods research. It also addresses methodological rigor and the use of mixed methods in nursing and health research.	Understand the concept, historical development, and planning of mixed methods studies as a methodological strategy in nursing and health research. Learn the typologies and methodological strategies of mixed methods studies. Identify criteria for methodological rigor in developing mixed methods research. Discuss the application of mixed methods in nursing and health research.
Scientific Writing Practices Supported by Digital Tools (4 credits)	Alexandre Werneck	This course examines the stages of constructing a scientific article, with emphasis on academic writing and the use of digital tools to enhance the drafting, reviewing, and submission process. It aims to develop students' critical and technical skills in scientific writing, promote high-quality scholarly production, and foster familiarity with international publication standards.	Understand and apply the stages of scientific article production, from conception to submission, based on Scientific Methodology and international academic standards. Develop scientific writing skills supported by digital tools, ensuring clarity, quality, and critical thinking. Encourage autonomy, responsibility, and commitment to disseminating scientific knowledge.
Nursing Process (NP) (2 credits)	Nadia Antonia Aparecida Poletti	This course deepens the theoretical, methodological, and epistemological foundations of the Nursing Process (NP), addressing its historical evolution, purpose, and applicability in diverse care settings. It critically analyzes the NANDA-I, NIC, and NOC taxonomies and their integration into clinical practice, education, and research. The course emphasizes	Provide graduate nursing students with foundational knowledge of NP concepts, definitions, purposes, and stages, with emphasis on methodological application. Apply mentoring principles in teaching NP. Develop skills for using NANDA-I, NIC, and NOC taxonomies. Enable the application of NP in clinical practice

		methodological rigor, clinical reasoning, and evidence-based decision-making to ensure safe and high-quality care. It also discusses academic mentoring in NP education and reflects on current innovations and challenges, including digital technologies and decision-support tools.	through care model development. Foster mentoring competencies for evaluating NP case studies. Stimulate scientific knowledge production through critical analysis of studies on NP implementation, efficacy, and impact on care and health outcomes.
Promotion of Positive Mental Health: Nursing Perspectives and Care (3 credits)	Daniele Alcalá Pompeo	This course focuses on nursing interventions directed toward positive mental health (PMH) in adults, based on the theoretical-philosophical foundations of Jahoda's multifactorial model of PMH (1958) and Antonovsky's concept of salutogenesis (1979). PMH is approached with the goal of fostering personal strengths and resources by promoting knowledge of protective factors and facilitating interpersonal and intrapersonal changes.	Discuss the theoretical and scientific foundations of PMH. Encourage critical reflection on the approach to positive biopsychosocial aspects beyond human suffering. Provide an in-depth understanding of the principles and practices that promote PMH. Identify intervention strategies for PMH based on innovation, technology, and scientific evidence.
Scoping Review Protocols: From Conception to Product (3 credits)	Júlio César André Vania M S Brienze	This course focuses on the process of constructing a scoping review protocol based on international expert guidelines developed as a checklist for conducting and reporting scoping reviews, including the PRISMA-ScR (PRISMA extension for Scoping Reviews), updated over the years.	Provide detailed guidance and a checklist for prospective authors, developed by the Scoping Review Methodology Group of the Joanna Briggs Institute (JBI). Ensure that protocols adequately inform readers about the conduct of subsequent reviews. Guide the production and submission of a scoping review protocol under academic supervision.
Advanced Seminars in Patient Safety Education (4 credits)	Josimerci Ittavo Lamana Faria	This course offers an in-depth and multifaceted approach to patient safety education, tailored for healthcare professionals, educators, and administrators. It explores advanced teaching strategies, innovative methodologies, and global best practices aimed at fostering a robust culture of safety within healthcare settings.	To train participants to analyze, develop, implement, and lead innovative educational and organizational strategies aimed at promoting and evaluating patient safety in healthcare institutions.
Educational Technology Applied to Nursing and Health Sciences (5 credits)	Alexandre Werneck	This course focuses on the role of the educator and the mediation between student and knowledge. It addresses teaching processes, methods and techniques, classroom dynamics, educational technologies, and learning assessment.	Develop, enhance, or update teaching and learning practices directed at undergraduate students, with emphasis on the health field. Apply virtual learning environments (VLEs) using platforms such as Wix, Google Drive, and Google Classroom.
Trends in Human Resource Management Practices in Nursing and Health (3 credits)	Márcia Galan Perroca	This course proposes a reflective analysis of emerging topics in human resource management and their impact on the work environment, care outcomes, and healthcare organizations. Topics include the influence of organizational culture on management policies and practices, competency-based management, leadership, and the professional practice environment.	Understand and discuss the importance of human resource management and emerging topics for the efficiency and effectiveness of healthcare organizations and nursing work processes.

Advanced Topics in Health (2 credits)	Diversos	This course deepens knowledge on topics of interest relevant to the development and refinement of research in health and nursing.	Understand and reflect on various health conditions.
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