

# STUDY GUIDE

## ***REHABILITATION NURSING: Promoting Function and Independence in Healthcare 26-27 S1***

**Organised by**

***Polytechnic Institute of Viseu***

## 1. IDENTIFYING DATA.

· Course Name.	<i>Rehabilitation Nursing: Promoting Function and Independence in Healthcare 26-27 S1</i>	
· Coordinating University.	Polytechnic Institute of Viseu	
· Partner Universities Involved.		
· Course Field(s).	Nursing	
· Related Study Programme.	Bachelor Nursing	
· ISCED Code.	913	
· SDG.	3, 4, 10	
· Study Level.	Bachelor (B)	
· EUNICE Key Competencies	<ul style="list-style-type: none"> <li>Green – strongly</li> <li>Orange- moderately</li> <li>Red – partially</li> <li>Blank cell - not at all</li> </ul>	
	Problem solving	
	Teamworking	
	Communication	
	Self-management	
	Cognitive flexibility	
	Digital competence	
	Technical competence	
	Global intercultural competence	

· Number of ECTS credits allocated.	3
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· Mode of Delivery.	Online live (synchronous sessions) combined with online self-study.
· Language of Instruction.	English
· Course Dates.	The course will run from <b>12 October to 18 December 2026</b> . The <b>final assessment</b> will take place on <b>Thursday, 17 December 2026</b> . The <b>regular exam</b> is scheduled for <b>Thursday, 7 January 2027</b> , and the <b>appeal (resit) exam</b> will take place on <b>Thursday, 14 January 2027</b> .
· Precise Schedule of the Lectures.	The course comprises <b>10 hours of synchronous sessions, 25 hours of asynchronous learning, and 40 hours of autonomous study</b> , corresponding to a total workload of approximately <b>75 hours (3 ECTS)</b> . Online synchronous sessions will be held <b>biweekly on Thursdays, from 16:00 to 18:00 CET</b> , on the following dates: <ul style="list-style-type: none"> <li>• 15 October 2026</li> <li>• 29 October 2026</li> <li>• 12 November 2026</li> <li>• 26 November 2026</li> <li>• 10 December 2026</li> </ul> Asynchronous learning activities (25h) will be developed throughout the course duration and will include guided reading, case-based learning, discussion forums, autonomous study, and group work.
· Key Words.	Functional Recovery, Independence, Person-Centred Care, Rehabilitation, Mobility, Activities of Daily Living, Clinical Reasoning, Self-care, Quality of Life, Chronic Conditions, Ageing, Disability, Patient Empowerment, Health Promotion, Interprofessional Collaboration
· Catchy Phrase.	"Nurses save lives, Rehabilitation Nurses save the Quality of Life" Laura Solkowitz

· Prerequisites and co-requisites.	<ul style="list-style-type: none"> <li>• EUNICE Student</li> <li>- English Level: B2</li> </ul>
· Number of EUNICE students that can attend the Course.	18
· Course inscription procedure(s).	Eunice Application Portal

## 2. CONTACT DETAILS.

· Department.	School of Health, Nursing department
· Name of Lecturer.	Susana Marisa Loureiro Pais Batista
· E-mail.	<a href="mailto:sbatista@essv.ipv.pt">sbatista@essv.ipv.pt</a>
· Other Lecturers.	Paula Cristina Dias Rocha Cavaleiro Saraiva

## 3. COURSE CONTENT.

The course explores the evolution of technical and scientific knowledge in rehabilitation nursing, focusing on the recognition of the importance of nurses' roles in caring for individuals with neurological, cardio-respiratory, musculoskeletal and integumentary conditions, as well as in palliative care.

## 4. LEARNING OUTCOMES.

At the end of the course, students will be able to:

- Demonstrate knowledge of the principles and foundations of rehabilitation nursing
- Perform functional assessment and identify rehabilitation needs
- Apply clinical reasoning in the planning and implementation of interventions
- Promote independence, autonomy, and participation across different health conditions
- Develop person-centred care strategies focused on function and quality of life
- Integrate scientific evidence into clinical decision-making
- Recognise ethical issues in rehabilitation practice
- Work collaboratively within interprofessional teams

## 5. OBJECTIVES.

The main objective of this course is to understand the role and relevance of rehabilitation nursing in promoting function, independence, and quality of life in individuals, families, and communities.

By the end of the course, students should be able to:

- Identify rehabilitation care needs across different health contexts
- Describe the development of knowledge and practice in rehabilitation nursing
- Apply the nursing process in the assessment, planning, implementation, and evaluation of rehabilitation care
- Integrate scientific evidence into decision-making in rehabilitation practice

## 6. COURSE ORGANISATION.

UNITS

1.	<b>Rehabilitation Nursing in a Global Health Care Context</b> Conceptual Bases and Principles of Rehabilitation Nursing Role of rehabilitation in promoting function, autonomy, and participation
2.	<b>Functional Assessment and Clinical Reasoning in Rehabilitation</b> Assessment of functioning and autonomy Rehabilitation interventions to prevent disability and promote independence
3.	<b>Rehabilitation in Chronic Conditions and Ageing</b> Supporting function and independence in long-term conditions Promoting self-care and quality of life
4.	<b>Rehabilitation in Neurological Conditions</b> Functional impact and rehabilitation approaches Person-centred interventions
5.	<b>Rehabilitation in Musculoskeletal and Cardiorespiratory Conditions</b> Mobility, function, and recovery Prevention of complications and functional decline
6.	<b>Rehabilitation in Palliative Care and End-of-Life</b> Function, comfort, and dignity Supporting autonomy and quality of life
7.	<b>Evidence-Based Rehabilitation Nursing</b> Applying evidence to practice Clinical decision-making
8.	<b>Ethical and Person-Centred Care in Rehabilitation</b> Ethical challenges in rehabilitation Promoting dignity, autonomy, and participation
<b>LEARNING RESOURCES AND TOOLS.</b>	
The course will be supported by synchronous interactive sessions, scientific articles, case-based learning materials, and digital resources available on the online platform.	
<b>PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.</b>	
The course will include interactive lectures, case-based learning, group work, and discussion-based activities, promoting active participation and critical thinking. Teaching will be delivered through synchronous online sessions, supported by guided self-study activities.	

## 7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

The assessment strategy combines continuous and final evaluation, aiming to promote active learning, critical thinking, and the application of rehabilitation nursing principles.

**Continuous assessment (60%) includes:**

- **Group assignment (40%)** – development of a rehabilitation-oriented intervention plan based on a clinical case

- **Participation and engagement (20%)** – active involvement in synchronous sessions and online learning activities

**Final assessment (40%) includes:**

- An individual assignment or a written exam, focusing on the application of knowledge to practice

The final assessment will take place on **17 December 2026**, with a regular exam on **7 January 2027** and a resit exam on **14 January 2027**.

The course is graded on a scale from 0 to 20 values. A minimum grade of 10 values is required for successful completion.

**OBSERVATIONS.**

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS.

Hoeman, S. P. (2014). *Rehabilitation nursing: Prevention, intervention, and outcomes* (4th ed.). Elsevier.

Kirkevold, M. (2010). The role of nursing in the rehabilitation of stroke survivors: An extended theoretical account. *Advances in Nursing Science*, 33(1), 27–40. <https://doi.org/10.1097/ANS.0b013e3181cd837f>

Mauk, K. L. (2012). *Rehabilitation nursing: A contemporary approach to practice* (2nd ed.). Jones & Bartlett Learning.

Ordem dos Enfermeiros. (2019). *Regulamento n.º 392/2019 – Regulamento das competências específicas do enfermeiro especialista em Enfermagem de Reabilitação*. Diário da República, 2.ª série.

World Health Organization. (2017). *Rehabilitation in health systems*. WHO.

World Health Organization. (2021). *Rehabilitation competency framework*. WHO.

### Relevant publications by the teaching team

Rocha, P., Baixinho, C., Albuquerque, C., Batista, S., & Henriques, M. A. (2025). Nurses' perspective on transitional care for older persons with hip fracture: A qualitative study. *International Journal of Orthopaedic and Trauma Nursing*. <https://doi.org/10.1016/j.ijotn.2025.101214>

Rocha, P., Baixinho, C., Albuquerque, C., Batista, S., & Henriques, M. A. (2025). Rehabilitation nursing in person's empowerment and training in health–disease transition processes. *Revista Portuguesa de Enfermagem de Reabilitação*.

Rocha, P., Baixinho, C., Albuquerque, C., Batista, S., Coutinho, E., & Henriques, M. A. (2024). A pessoa idosa com fratura da extremidade proximal do fémur: necessidades no regresso a casa. *RevSALUS – Revista Científica da Área da Saúde*.

Batista, S., Bonifácio, A., et al. (2023). The rehabilitation nurse's intervention in elderly people with dysphagia: Systematic literature review. *SHS – Social and Health Sciences*.