



Nursing

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Operating local transformation with associated territorial development

Nursing, as a science, studies and addresses human responses resulting from phenomena related to health and illness, of individuals, families, and communities.

The Nursing Department at Universidade Católica Portuguesa is an academic community that learns, teaches, researches, and promotes the transfer of knowledge to society, specifically in its areas of activity and responsibility. Based at the university but embedded in other local communities whom it serves and with whom it empowers and equips them for best practices, always with a view to preserving human health and dignity, aligned with the UCP's research mission.

The three cycles of studies in Nursing (Bachelor's, Master's, and Doctorate) constitute teaching, learning, and assessment communities with a strong emphasis on Practice-Based Learning (PBL). The courses operate between the academic community and the health institutions of the National Health System and Service, as living communities that are simultaneously a learning environment and a focus of complex nursing interventions. Anchored in the learning methodology described above and in Service-Learning (SL),¹ Nursing at Católica articulates the dimensions of Teaching, Research, and University Extension.

Currently, Nursing professors and integrated researchers from the Interdisciplinary Health Research Center lead research projects, namely: *Hope2Care* (study of hope in health), *Spirit in Health* (study of spirituality in health), *ComfortCareflows* (study of comfort in health), *Ethics4Care*

1 Aramburuzabala, P., McIlrath, L., & Opazo, H. (Eds). (2019). Embedding service learning in European higher education: Developing a culture of civic engagement. Routledge. <https://doi.org/10.4324/9781315109053>

(study of ethics in health research), *NANDA-I* (study of nursing diagnoses), and *Public Bathhouse Nursing* (study of vulnerable populations in situations of homelessness). The new knowledge produced in these research projects, among others, supports nursing care and assistance within the scope of university extension. As if they were communicating vessels, in turn, university extension, from the academic community to the surrounding communities, also feeds the research that is produced.

These are concrete experiences of teaching, learning, and evaluation communities: university extension projects where students from all three cycles of studies, professors, and researchers, as a community of learners and teachers, promote the translation of knowledge in service to all.

The university extension activity at the Catholic Nursing Center (CEC) has been developed around the mission of University Social Responsibility,² both in promoting citizenship and in the acquisition of transversal skills by students, with the aim of developing actions that affirm UCP as a transformative university at the service of the common good.

As an example, we can list: The *Public Bathhouse Nursing* project (2013), which aims to contribute to the empowerment of users of the Public Bathhouses in the city of Lisbon, mostly homeless people, to better manage their health-disease processes. It includes a nursing consultation, which supports teaching activities (2nd and 3rd cycle students) and CIIS research at UCP); SDGs 1, 2, 3, 4, 10, 16, 17; The *Empower to Save* project (2013), which aims at health education through the development of skills in Basic Life Support and victim assistance, dimensions that are integral to the exercise of modern citizenship. It covers vulnerable recipients, as a way of differentiating and establishing the identity of the UCP; SDGs 3, 4, 10, 17. The *Empower to Protect* project (2020), which aims at training direct care assistants in Residential Structures for the Elderly, home care assistants and operational assistants, integrating principles of body mechanics into mobilization techniques during their professional activity; SDGs 3, 4, 17; The *Capacitar4Lactente* project (2023), which aims to empower vulnerable families with pregnant women in their 3rd trimester and/or children up to one year old in the Lisbon region, to acquire and develop the parental role, with a view to full citizenship

2 Coelho, M., & Menezes, I. (2021). A Responsabilidade Social Universitária Vista Pelos/As Estudantes: Entre Conceções e Práticas. *Educação, Sociedade & Culturas*, (58), 71–95.

in health; SDGs 1, 3, 4, 5, 10, 17; The *Eyes at Your Fingertips* project (2023), which aims to promote well-being and health literacy for blind people through interactive exhibitions with anatomical models, where participants have the opportunity to understand the human body and some processes, such as gestation and birth, in a dynamic interaction between students and by touching the respective models; SDGs 4, 10, 17; The *May, Heart Month* project (2015), which aims to develop a culture of prevention of high blood pressure in the academic community of UCP Lisbon; SDGs 3, 4; and the *FarDar* project (2023), which aims to reuse uniforms and work wear used in clinical practice, capable of supporting students with greater financial difficulties in acquiring them free of charge and integrates principles of equality, recycling and reuse under the assumption of sustainability; SDGs 10, 12.

Between learning, researching, and providing nursing care, the idea of community manifests itself in the proximity and constant presence of students, nurses, and professors within the academic community, initially, and later in the surrounding communities that we naturally become part of. We thus triangulate the three major dimensions: teaching, research, and university extension.

In clinical practice, the continuous presence of the nurse in any life context, throughout the life cycle, makes autonomous nursing interventions a concrete response that, in its uniqueness, is resized to the communities, with particular emphasis on the most vulnerable.

Based on a global way of thinking and knowledge – OneHealth – we act in local communities: managing their health-disease processes; developing skills in the area of Basic Life Support; integrating principles of body mechanics; in the acquisition and development of the parental role; in the promotion of health and literacy for blind people; in the prevention of high blood pressure and in the principles of equality, recycling and reuse under the assumption of sustainability.

When the academic community of belonging is linked to the communities we associate with to serve, the community spirit is translated into knowledge, into service, and we operate local transformation with associated territorial development.

Thus, an internal transformation has been carried out at the academic level with the creation of new innovative study cycles in response to the needs of partner communities, as well as in the recomposition and requalification of teachers and researchers. On the other hand, the

increase in research and service to the community has boosted the demand for international professors, researchers and students, whether in technical visits, in hosting scientific events, or in increasing research in relation to strategic peers.

We continue to train and transform communities and Nursing!