

8th



Lisbon, Portugal,
6th - 9th October
2010



ESEL
Escola Superior
de Enfermagem
de Lisboa

Advancing Nursing Education: Research Quality and Innovation

President of the 8th Fine European Conference of Nurse Educators

Maria Filomena Mendes Gaspar, ESEL President

President of Scientific Committee

Maria Arminda Costa, FINE President

SCIENTIFIC COMMITTEE

- **Montserrat Teixidor**
- **Reed Urban**
- **Valerie Gorton**
- **Maria do Céu Barbieri**
- **Filomena Gaspar**
- **Guadalupe Mestrinho**
- **Arminda Costa**
- **Anne Lekeux**
- **Carol Hall**
- **Jacques Mondoux**
- **Jane-Laure Danan**
- **Dusanka Micetic Turk**

ORGANISING COMMITTEE

- **Helena Matos Silva**
- **Alice Curado**
- **Nedyalka Krasteva**
- **Patrícia Aresta Branco**
- **Sandrina Martins**
- **Daniel Miranda**
- **Maria Pêgo**
- **Catarina Nunes**
- **Manuela Paias**
- **Helena Bronze**
- **Fátima Silva**

FINE - European Federation of Nurse Educators

Escola Superior de Enfermagem de Lisboa

**ADVANCING NURSING EDUCATION: RESEARCH
QUALITY AND INNOVATION**

Authorship:

Fine – European Federation of Nurse Educators

Escola Superior de Enfermagem de Lisboa

Coordinating Editor:

Barbieri, MC | Costa, MA | Gaspar, MF | Bronze, HC

ISBN: (on demand)

Outubro – 2010

Nursing supervision: developing an innovative strategy based on a case study

Background: Based on a project entitled "University's Pedagogy Transformation", carried out at Education's Research Center: images and practices (CiEd, University of Minho), we developed some pedagogical strategies in clinical nursing context. We want to analyze an innovative strategy with the application of a case study and enlarge the pedagogy's structuring dimension in clinical context.

Methodology: This innovative experience was developed on 2007/2008 during clinical practice on medicine, surgery and orthopedic units with 80 students from the 2nd year of the nursing graduated formation.

Results: The students said that this experience contributed to their reflection in and on action, reformulating their conceptions and practices, integrating their learning and (re)building personal knowledge. It is important to reinforce that during this process the students are accompanied by supervisors with knowledge about concepts of reflection and experimentation (Vieira, 1993).

Conclusions: The discussion and analysis of cases together provide reflection of nursing epistemological foundations and development of critical thinking. We reinforce the concern over the development of a student-centered learning and systematize the main activities to be aware over a case study (Yin, 2005).

Keywords: innovative strategy, case study; student-centered learning.

ABSTRACT: 26

Name1:	Macedo
First_name1:	Ana Paula
Name2:	Oliveira
First_name2:	Cláudia
Name3:	Rafaela
First_name3:	Rosario
Institution:	University of Minho
Email:	amacedo@ese.uminho.pt
Other authors:	Odete Araújo