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<b>POLI</b> ESCOLA SUPERIOR SAÚDE <b>TÉCNICO</b> <b>GUARDA</b>	<b>SUBJECT DESCRIPTION</b>	<b>MODELO</b> PED.015.03
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Course	Nursing degree				
Subject	Nursing in Continuous and Palliative Care				
Academic year	2022.2023	Curricular year	4	Study period	1
Type of subject	Compulsory	Student workload (H)	Total: 81	Contact: 53	ECTS 3
Professor(s)	Isabel Maria Ribeiro Fernandes /Carla Joaquina Gonçalves Rodrigues				
<input type="checkbox"/> Area/Group Coordinator <input checked="" type="checkbox"/> Head of Department	Isabel Maria Ribeiro Fernandes				

**PLANNED**

### 1. LEARNING OBJECTIVES

*Learning objectives of the course unit in relation to the course objectives. The competences, skills and knowledge to be developed or acquired by the student in the context of the course/module can be included.*

*That the student is able to:*

*Demonstrate knowledge about the basic principles, methodology and operation of RNCCI (referral criteria; assessment of needs, preparation of the Individual Intervention Plan; discharge management; etc.);*

*Demonstrate knowledge about methodologies / practical tools for monitoring the health care provided in the context of RNCCI;*

*Demonstrate knowledge about the philosophy of palliative care, enabling care for people with chronic / terminal illness, their caregivers and families, in all contexts of clinical practice, promoting continuity of care;*

*Develop communication strategies to enhance the therapeutic relationship with people with chronic and terminal disease, with their caregivers and family, in order to express their concerns and facilitate the process of adaptation to successive losses and death;*

*Develop specific skills in order to meet the needs of the dependent person and/or at the end of life and problem solving, promoting autonomy or a dignified death;*

*Demonstrate ability to provide care in a holistic, tolerant, caring and nonjudgmental ensuring respect for the beliefs and wishes of the sick person and his family;*

*Interpret information from texts and documents in the field of continuing care and palliative care in order to systematize knowledge based on scientific evidence.*

*To promote a process of personal and professional development focused on self-learning, self-responsibility and reflective thinking in nursing.*

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*Taking into account the objectives outlined, it is intended that this course unit contributes to the acquisition and development of the following skills*

- Manages and interprets information from different sources in order to systematize knowledge based on scientific evidence;*
- Asks for guidance in optimizing the process of internalization / reflection of the content taught;*
- Produces a personal discourse and reasoned, taking into account different perspectives on the problem of continued and palliative care;*
- Knows how to mobilize in situation the knowledge needed to solve the problems;*
- Knows how to manage their learning in an academic environment;*
- Conceives and plans, in a theoretically based way, an assessment plan for the dependent person or with terminal disease;*
- Uses a verbal language, according to the nomenclature of basic needs, to assess, diagnose and implement nursing care to the adult and elderly dependent or terminally ill;*
- Uses, in practical cases, a reasoning that allows correlating and justifying the most suitable nursing interventions.*

## **2. PROGRAMME**

### ***Nursing in Long Term Care***

*Concepts of continued care and continuity of care;*  
*Model network of continuous care;*  
*From the classic model to the associative model / integrative care;*  
*The promotion of autonomy and dignity of the patient;*  
*The role of family and/or caregivers;*  
*The multidisciplinary intervention;*  
*Organizational structure, concepts, typologies and referral criteria.*

### ***Nursing in Palliative Care***

*The Palliative Care in the Portuguese National Health System;*  
*Models of organization of national palliative care;*  
*Cultural perspectives that influence attitudes towards the end of life;*  
*Ethical and legal perspective of nursing practice in palliative care;*  
*The patient: observation, assessment and control of symptoms;*  
*General nursing intervention and care planning;*

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*Satisfaction of Basic Human Needs of the Person at the End of Life; Control of Pain and Other Symptoms; Emergencies in Palliative Care.*

*Terminal phase, agony, death and mourning*

*The Impact of Terminal Illness in the Patient and Family - The Decision Process/Family Conference*

*The Patient, Family and Community - Approach and Support*

*Resources and Home Support to the Patient - Continuity of Care*

### **3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES**

*The course unit Nursing in Continuous and Palliative Care addresses contents related to the dependent person or person in advanced disease and his/her family, in order to meet their fundamental needs in terms of continuous and palliative care.*

*In the scope of palliative care, the aim is to develop themes related to the experience of a chronic disease process, without therapeutic viability, aiming at the promotion of comfort and improvement of the quality of life or the promotion of a dignified death. In the context of continued care, the aim is to develop themes related to the needs of users facing the experience of situations of dependence, seeking to maximize the capabilities of the user, in order to restore their autonomy.*

*The programmatic contents, in articulation with the objectives outlined, aim to contribute to the acquisition and development of transferable skills for the provision of nursing care in continuous and palliative care.*

### **4. MAIN BIBLIOGRAPHY**

#### **Mandatory**

Afonso, R.; Novo, A.; & Martins, P. (2015). *Fisioterapia em Cuidados Paliativos – da evidência à prática*. Loures: Lusodidacta.

Arantes, A. C. Q. (2019). *A morte é um dia que vale a pena viver* (4ªeEd.). Alfragide: Oficina do Livro.

Barbosa, E.; Pina, P.R.; Tavares, F. e Neto, I.G. (2015). *Casos Clínicos em Cuidados Paliativos*. Lisboa: Faculdade Medicina da Universidade de Lisboa

Cardoso, A. (2013). *Manual de Tratamento da Dor*. Lisboa: Lidel – Edições Técnicas, Lda.

Comissão Nacional de Cuidados Paliativos (2019). *Plano Estratégico para o desenvolvimento dos Cuidados Paliativos – Biénio 2019-2020*.

Conselho de Enfermagem (2009). *Rede Nacional de Cuidados Continuados Integrados – Referencial do Enfermeiro*. Lisboa

Foucault, C.; Mongeau, S. (2004). *A arte de tratar em cuidados Paliativos: perspetiva de enfermagem*. Lisboa: Instituto Piaget

Gabriel, S.; Paulino, M. e Baptista, T. (2021). *Luto – Manual de Intervenção Psicológica*. Lisboa: Pactor – Edições de Ciências Sociais, Forenses e da Educação.

Gineste, Yves; Pellissier, Jérôme (2008). *Humanidade – Cuidar e compreender a velhice, Cuidar dos Homens Velhos*. Lisboa: Instituto Piaget.

Kroen, C. W. (2011). *Como Ajudar as Crianças a Enfrentar a Perda de Um Ente Querido*. Lisboa: Planeta Manuscrito.

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Nunes, L. (2020). *E se eu não puder decidir? Saber escolher no final de vida*. Lisboa: Fundação Francisco Manuel dos Santos.

Mónica, F. (2011). *A Morte*. Lisboa: Fundação Francisco Manuel dos Santos

Salazar, H. (2017). *Intervenção Psicológica em Cuidados Paliativos*. Lisboa: Pactor – Edições de Ciências Sociais, Forenses e da Educação.

Salgueiro, N. (2014). *Humanidade – um Imperativo do nosso tempo*. Coimbra: IGM Portugal – Humanidade, Lda.

Sapeta, Paula (2011). *Cuidar em Fim de Vida – O processo de interação enfermeiro-doente*. Loures: Lusociência - Edições Técnicas e Científicas, Lda.

Sequeira, C. (2016). *Comunicação Clínica e Relação de Ajuda*. Lisboa: Lidel – Edições Técnicas, Lda.

**Note:** *Additional bibliography may be provided during the teaching sessions, according to the specific treatment of the different themes and according to the needs and doubts emerging from the students' critical reflection.*

##### **5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)**

*The teaching/learning strategies of the curricular unit are defined to promote interactive learning, focused on the student. To this end, active methodologies consistent with the objectives and expected learning results are proposed, in which the teacher assumes the role of facilitator and guide of learning and assesses the acquisition of skills by the student and the student assumes himself as the main responsible for his own process. learning, using research and reflection strategies. Includes discussion of clinical cases and reflective group analysis on the topics under study.*

*The assessment adopts the principle of continuous assessment, including the completion of a written knowledge assessment test and written group work.*

*The final classification of the curricular unit resulted from:*

- a) Carrying out an individual written assessment test, representing 70% of the overall assessment (14 values) – in person;*
- b) Preparation of group work 25% (5 values).*
- c) Preparation of a critical analysis of a film within the area of continued and palliative care (1 value).*
- d) If the grade is lower than 9.5, students will be sent to the final exam if they have complied with the attendance regime.*

*The work consists of preparing a work covering a topic in continued and palliative care.*

*The development of the work must follow the teacher's guidance and the evaluation grid (Annex 1).*

*Erasmus mobility students will carry out individual work, in a language to be defined, priced at 20 points, as per Annex 2.*

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*The same evaluation criteria were applied to students covered by special statutes, except for the attendance regime, which follows, for all due purposes, IPG regulation no. 134/2011.*

## **6 COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES**

*The use of active methodologies, in which the teacher assumes the role of facilitator and guide of learning and assesses the acquisition of skills by the student and in which the student assumes himself as the main responsible for his own learning process, using research and reflection strategies, which allow the student to:*

*Understand the importance of Nursing in Continuing and Palliative Care in the context of providing health care to clients and families.*

*Understand the philosophy of care in Continuing and Palliative Care, valuing the aspects considered essential for maximizing the comfort and well-being of the client/family.*

*Develop critical reflection within the scope of healthcare for dependent patients in an advanced stage of illness and their family, paying special attention to satisfying their physical, psychological, emotional, and spiritual needs.*

*Acquire scientific, technical, human, and sociocultural knowledge, fundamental in nursing care for dependent and palliative patients, under all aspects of Nursing intervention in Palliative Care, encompassing the home, community, and institutional context.*

## **7 ATTENDANCE**

*The theoretical-practical, and seminar contact hours of each curricular unit are compulsory and the limit of absences is 25% of the number of hours allocated in the study plan.*

*For the purpose of marking absences, the standard unit is considered to be the teaching session foreseen in the timetable.*

*Students who exceed the number of absences allowed to a course unit/module will fail that course unit/module and will not be allowed to take periodic assessment tests or final examination in the respective academic year.*

*In addition to the established absence limit, special situations of inability to attend will be considered on a case-by-case basis and absences may be excused up to 50% upon reasoned request of the student addressed to the Director.*

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*The Tutorial Classes are meant to be moments of orientation, discussion and evaluation of the students and are managed between the teacher and the student. It should be added that these classes are also compulsory during the assessment periods.*

*Complying with the approved guidelines for the distribution of the teaching service, the methodology adopted for the theoretical-practical lessons in this curricular unit consists of dividing the class into two groups.*

*Theoretical-practical contact hours are mandatory, with a limit of absences of 25% of the number of hours allocated in the study plan.*

*Absences must be justified on a specific form, signed by the Curricular Unit teacher and delivered by the student to the Academic Services within 5 working days after the impediment.*

*For students with any of the special statutes provided for by law, Regulation No. 134/2011 of the Polytechnic Institute of Guarda, published in the Diário da República, 2nd series, nº36, 21 february 2011, pages 8909 a 8915.*

## **6. CONTACTS AND OFFICE HOURS**

Prof.<sup>a</sup> Isabel Maria Ribeiro Fernandes

Opening hours available at the door of office n.º 15/ to be announced to students.  
[isabelfernandes@ipg.pt](mailto:isabelfernandes@ipg.pt)

Prof. Carla Joaquina Gonçalves Rodrigues

Opening hours available at the door of office n.º 15/ to be announced to students.  
[carlarodrigues.enf@gmail.com](mailto:carlarodrigues.enf@gmail.com)

## **DATE**

**25 September 2023**

## **SIGNATURES**

Professor



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Isabel Maria Ribeiro Fernandes

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Professor

*Carla Rodrigues*

Carla Joaquina Gonçalves Rodrigues

Isabel Maria Ribeiro

Fernandes

Head of Department

*Isabel Maria Ribeiro Fernandes*

Isabel Maria Ribeiro Fernandes



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**Annex 1**

**Curso de Enfermagem – 1.º Ciclo**

*4.º Ano/1.º Semestre*

Ano Letivo: 2022/2023

**Unidade Curricular: Enfermagem em Cuidados Continuados e Paliativos**

**AVALIAÇÃO DE TRABALHOS ESCRITOS**

**Título do Trabalho:**

I – TRABALHO ESCRITO				
ITENS		CONTEÚDOS	PONTUAÇÃO	
			ATRIBUÍDA	OBTIDA
<b>APRESENTAÇÃO</b> <small>(GUIA DE ELABORAÇÃO DE TRABALHOS ESCRITOS)</small>		Capa; Folha de rosto; Índice; Margens; Espaços; Paginação; Mancha; Utilização de Imagens, Esquemas...; Anexos/Apêndices.	15 Pontos	
<b>RESUMO</b>		Objetividade, ideia geral, metodologia utilizada.	15 Pontos	
<b>PALAVRAS-CHAVE</b>		Objetividade, pertinência.	5 Pontos	
<b>INTRODUÇÃO</b>		Contextualização do Trabalho; Justificação do Tema; Delimitação da Ideia Geral; Objetivos; Metodologia/Estrutura	15 Pontos	
<b>REVISÃO BIBLIOGRÁFICA/ DESENVOLVIMENTO</b>		Conteúdo; Organização; Linguagem/Rigor Científico; Profundidade; Pertinência; Análise Crítica; Capacidade de Síntese.	95 Pontos	
<b>CONCLUSÃO</b>		Conteúdo (dificuldades, objetivos, sugestões); Pertinência, Pontos a Reter; Análise Crítica.	15 Pontos	
<b>BIBLIOGRAFIA</b> <small>(GUIA DE ELABORAÇÃO DE TRABALHOS ESCRITOS)</small>		Referências em Texto (Citações, Identificação de fontes,...); Referências Bibliográficas.	10 Pontos	
<b>SUB-TOTAL</b>			<b>200 Pontos</b>	
ESTUDANTES		NOTA FINAL	RUBRICA	
<b>ELEMENTOS DO GRUPO</b>	1 -			
	2 -			
	3 -			
	4 -			
	5 -			
	6 -			

Data:

O Docente: \_\_\_\_\_



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**Anexx 2**

**Nursing Degree**

*4th Year Ano/1 st Semester*

Academic Year: 2022/2023

**Curriculum Unit: Nursing in Continuous and Palliative Care**

**EVALUATION OF WRITTEN WORK**

**Title Work:**

I – WRITTEN WORK			
ITENS	CONTENTS	SCORE	
		Awarded	Obtained
<b>Presentation</b> (Guide for the preparation of written work)	Cover; Title page; Index; Margins; Spaces; Pagination; Spreadsheet; Use of Images, Schemes...; Annexes/Appendices.	15 Points	
<b>Abstrat</b>	Thematic frame; Summary of the work	15 Points	
<b>Keywords</b>	Objectivity; Relevance; Conveying the idea	5 Points	
<b>Introduction</b>	Contextualization of the work; Justification of the theme; Delimitation of the general idea; Objectives; Methodology / Structure.	15 Points	
<b>Bibliographical Revision</b> (Development)	Content; Organization; Language/Scientific Rigor; Depth; Relevance; Critical Analysis; Synthesis Capacity.	120 Points	
<b>Conclusion</b>	Content (difficulties, objectives, suggestions); Relevance, Points to Retain; Critical Analysis.	15 Points	
<b>Bibliography</b> (Guide for the preparation of written work)	References in Text (Citations, Identification of sources,...); Bibliographical references	15 Points	
<b>SUB-TOTAL</b>		<b>200 Points</b>	
<b>STUDENTS</b>		<b>FINAL GRADE</b>	<b>SIGNATURE</b>
	1 -		

Date:

Teacher: \_\_\_\_\_