

POLI ESCOLA SUPERIOR SAÚDE TÉCNICO GUARDA	SUBJECT DESCRIPTION	MODELO PED.015.03
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<i>Course</i>	Nursing - 1st cycle					
<i>Subject</i>	Clinical Education - Care in Mental Health and Psychiatry					
<i>Academic year</i>	2023/2024	<i>Curricular year</i>	3rd	<i>Study period</i>	2nd semester	
<i>Type of subject</i>	Compulsory	<i>Student workload (H)</i>	Total: 202,5	Contact: 133	<i>ECTS</i>	7,5
<i>Professor(s)</i>	António Manuel Martins Batista Manuel do Nascimento Silva Paulino Maria João Almeida Nunes					
<input type="checkbox"/> <i>Area/Group Coordinator</i> <input checked="" type="checkbox"/> <i>Head of Department</i>	Maria João Almeida Nunes					

PLANNED SUBJECT DESCRIPTION

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1. LEARNING OBJECTIVES

During this course, the student should be able to:

1. Mobilize, in an integrated way, the knowledge acquired in the different components of their training with a view to problem solving, in contexts of clinical practice in mental health and psychiatry.
2. Collaborate in the provision of supervised nursing care to adult and elderly patients, in the hospital context and in the community, applying the methodology of the nursing process and the principles of the helping relationship.
3. Develop health promotion and education processes.
4. To record data in the information systems inherent to nursing care using ICNP language.
5. To promote a process of personal and professional development centered on self-learning, self-responsibility and reflective thinking in nursing.

It is intended that the student develops, gradually, the competence profile of the general care nurse defined by the Order of Nurses.

2. PROGRAM CONTENTS

Technical-scientific and relational foundations and principles of mental health and psychiatric nursing practice in adults and the elderly. Nursing diagnostic evaluation. Psychopathological syndromes. Main therapeutic instruments of intervention in the mental health-illness process.

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3. DEMONSTRATION OF THE COHERENCE OF THE SYLLABUS WITH THE OBJECTIVES OF THE COURSE

Work-based learning in mental health and psychiatry institutions provides the student with experiences and opportunities to develop specific knowledge, clinical and critical judgment, dexterity and ability to care for the individual/family, maximizing the resources of health institutions and the community.

4. MAIN BIBLIOGRAPHY

American Psychiatric Association (2014). DSM 5: Manual de Diagnóstico e Estatística das Perturbações Mentais (5.ª ed.). Lisboa: Climepsi.

Conselho Internacional de Enfermeiros (2016). CIPE – Versão 2015. Classificação Internacional para a Prática de Enfermagem. Lisboa: Ordem dos Enfermeiros.

Direção Geral da Saúde (2017). Programa Nacional para a Saúde Mental 2017. Lisboa: Direção-Geral da Saúde.

Figueira, M.L., Sampaio, D., Afonso, P. (2014). Manual de Psiquiatria Clínica. Lisboa: Lidel.

Phaneuf, M. (2001). Planificação de cuidados: um sistema integrado e personalizado. Coimbra: Quarteto.

Phaneuf, M. (2005). Comunicação, entrevista, relação de ajuda e validação. Loures: Lusociência.

Sequeira, C. e Sampaio, F. (2020). Enfermagem em Saúde Mental – Diagnósticos e Intervenções. Lisboa: Lidel.

Townsend, M. (2011). Enfermagem em Saúde Mental e Psiquiátrica: conceitos de cuidado na prática baseada na evidência (6.ª Ed.). Trad. Sílvia Costa Rodrigues. Loures: Lusociência.

5. TEACHING METHODOLOGIES (ASSESSMENT RULES)

The teaching-learning methodology consists of supervised clinical practice in line with the development of the student's skills and the complexity of the care inherent to each person. The following pedagogical strategies are used: the provision of nursing care, under supervision; the analysis of clinical cases; and the case study, among others.

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The evaluation is continuous and the responsibility of the teacher, taking into account the information of the respective supervisors of the places of clinical practice, the analysis of the student's self-evaluation and the classification of the work carried out in the group.

The final grade of the course unit is obtained according to the application of the following formula: four times the classification of performance in clinical teaching (heteroevaluation), once again the classification of group work, divided by five.

6. DEMONSTRATION OF THE COHERENCE OF TEACHING METHODOLOGIES WITH THE OBJECTIVES OF THE COURSE

Pedagogical strategies provide students with a set of experiences and opportunities, which are fundamental to: develop human capacities and apply ethical and deontological principles; develop skills in the process of designing nursing care for people with mental illness and their families; develop skills in the prescription and implementation of nursing interventions (therapeutic judgment); develop health promotion and education processes; Promote a process of personal and professional development centered on self-learning, self-responsibility and reflective thinking in nursing.

7. ATTENDANCE REGIME

This curricular unit is mandatory, and the daily period scheduled in advance is considered for the purpose of marking absences. The student must sign his/her attendance daily, on the sheet made available for this purpose, and may be absent up to the limit of 15% of the workload foreseen for clinical teaching.

Regulation No. 134/2011 of the IPG applies to students with special attendance status.

8. CONTACTS & OFFICE HOURS

António Manuel Martins Batista (abatista1964@ipg.pt)

Office hours posted on the door of Office No. 3.

Manuel do Nascimento Silva Paulino (mpaulino@ipg.pt)

Office hours posted in Office No. 3.

Maria João Almeida Nunes (titijoao@ipg.pt)

Office hours posted in Office No. 1.

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9. OTHER

Coordination and follow-up

The faculty responsible at each clinical practice site are:

- Bento Menni Health Center, Guard: António Manuel Martins Batista.
- Cova da Beira Hospital and University Centre, Covilhã - Department of Psychiatry and Mental Health: Manuel do Nascimento Silva Paulino.
- Local Health Unit of Coimbra – Forensic Psychiatry Service 1st: Maria João Almeida Nunes.
- Castelo Branco Local Health Unit - Department of Psychiatry and Mental Health: Maria João Almeida Nunes.
- Local Health Unit of Guarda – Department of Psychiatry and Mental Health: Maria João Almeida Nunes.

Timetables

Students should preferably comply with the morning and afternoon shift schedules on weekdays. However, in order to ensure students' learning opportunities, the conditions for compliance with the Basic Infection Control Precautions of the DGS and the rules of the respective host institutions, they may hold schedules on Saturdays, Sundays and holidays.

Home Visits

Students will be able to accompany nurses during home visits, to patients integrated in the community, whenever it is important for learning, traveling, for this purpose, in the vehicles of their respective institutions.

Written assignments

Students must make an **individual self-analysis** - Gibbs' reflective model - to be sent by email to the teacher and the nurse advisors, weekly, on Mondays. In it, they should reflect on the experience lived during the week to which it relates, highlighting the significant aspects, both from a positive and negative point of view.

Students should elaborate, in a group, a Case Study with the application of the Nursing Process according to the theoretical model of Virginia Henderson, guided by the professor in charge and/or by the nurse advisors. The structure should include a review of the bibliography, with up-to-date references, preferably less than ten years old, and predominantly primary sources. (1) The Case Study must have a limit of 25 pages and be written according to the rules of the new spelling agreement; it

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must comply with the School's New Guide for the Preparation of Written Assignments and the Group Work Assessment Grid, included in appendices. (2) The oral presentation of the Case Study should not exceed 20 minutes per group and 20 minutes for discussion; (3) All students will be required to submit their work. (4) The written work and the oral presentation must be delivered, on paper and in digital format, on the date agreed with the teacher.

Appendix and Annexes

Appendages:

- A – Clinical Teaching Maps
- B – Group Work Evaluation Grid

Attachments:

- A – Rubric with Evaluation Criteria
- B – Self-Assessment Form
- C - Hetero-evaluation Form
- D – Attendance Sheet
- E – Fault report form
- F – School Insurance Policy
- G – General Regulation of the Curricular Units of Clinical Education of the Nursing Course - 1st cycle.

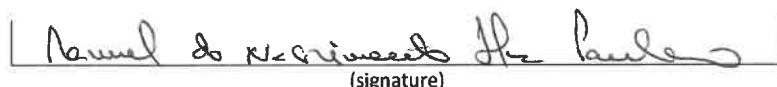
DATE 15 de fevereiro de 2024

SIGNATURES

The Regent of the UC


(signature)

The Teacher


(signature)

The Teacher


(signature)