	<b>SUBJECT DESCRIPTION</b>	<b>MODELO PED.015.02</b>
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Course	Nursing - 1st cycle			Academic year		2019/2020	
Subject	Clinical Teaching - Health Process and Disease Caring in a Community Context			ECTS		15	
Type of course	Compulsory						
Year	2nd.	Semester	2nd. sem	Student Workload:			
Professor(s)	Agostinha Esteves Melo Corte António Manuel Martins Batista Ezequiel Martins Carrondo Inês Alexandra Dias Fonseca Isabel Maria Ribeiro Fernandes Maria do Rosário de Jesus Martins Magda Susana Pinto dos Santos Guerra Marília Costa Flora			Total	405	Contact	E:252; OT:15
Area/Group Coordinator or Head of Department	Name of the Area/Group Coordinator or Head of Department Ezequiel Martins Carrondo						

### Planned SD

## 1. LEARNING OBJECTIVES

### Competencies:


It is intended that the curricular unit of clinical teaching contributes to the development of competences of knowledge and understanding of the professional context, for the application of the knowledge acquired during theoretical teaching, in the different aspects of clinical teaching and for the formulation of judgments in the course of Observation and collaboration in the care of the individual / family and community throughout the life cycle, as well as for the communication and autonomous learning competences, with reference to the competency profile of the general care nurse defined by the Portuguese Nurses' Order.

### Learning Objectives:

- To develop knowledge and understanding skills of the professional context in the health unit, identifying the existing resources in the geodemographic area and its articulation;
- Collaborate in the provision of nursing care, under supervision, to the individual, family, groups and community, applying the methodology of the nursing process;
- To develop clinical competences of appreciation, diagnosis, promotion / education for health to the individual, family, groups and community;
- Reflect on the importance of teamwork in the care of the individual, family, groups and community.
- Develop the relationship of help and interpersonal communication;
- Promote a process of personal and professional development centred on self-learning, self-responsibility and reflective thinking in nursing.

## 2. PROGRAMME

During clinical teaching, students should observe and collaborate in activities in the field of women's health, new-born health, child and adolescent health, adult and elderly health, school health, vaccination, Domicile, care in acute illness, clinical follow-up of chronic disease situations, applying the methodology of the nursing process.

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Thus, it is recommended that students observe and collaborate in the field of nursing consultation and home visitation, health education, evaluation and registration of parameters of growth and development, evaluation and registration of vital signs, preparation, administration and registration of vaccines, preparation, administration and registration of therapy, execution of simple dressings, ligatures, enteral feeding and its registrations, among other activities.

All student activities are mandatorily developed under the supervision of the Service / Unit Nurse.

### 3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

Students collaborate, under supervision, in activities developed by the nursing team, aiming at developing knowledge skills and understanding of the professional context, the application of the knowledge acquired during theoretical teaching, in the different aspects of clinical teaching and the formulation of judgments in the Care delivery, as well as communication and autonomous learning skills.

### 4. MAIN BIBLIOGRAPHY

Berger, L. *et al.* (1995). *Pessoas idosas, uma abordagem global*. Lisboa: Lusodidacta.

Caja López, C. (2003). *Enfermería Comunitaria III: Atención Primaria* (2ª ed). Barcelona: Masson.

Deglin, J. H.; Vallerand, A. H. (2009). *Guia farmacológico para enfermeiros* (10ª ed.). Loures: Lusociência.

Ferreira, F. A. G. (1990). *Moderna Saúde Pública* (6ª ed.). Lisboa: F.C.G.

Girbau Garcia, M. R. (2002). *Enfermería Comunitaria I: Salud Pública*. Barcelona: Masson.

Loureiro, I.; Miranda, N. (2010). *Promover a Saúde: Dos fundamentos à acção*. Coimbra: Almedina.

Martin Zurro, A.; Cano Pérez, J. (2008). *Atención Primaria: Conceptos, organización y práctica clínica* (6ª ed.). Barcelona: Elsevier.

Martinez Riera J., Pino Casado, R. (2014). *Manual práctico de enfermería comunitária*. Barcelona: Elsevier.

Piédrola Gil, G. *et al.* (2015). *Medicina Preventiva Y Salud Publica* (12ª ed.). Barcelona: Masson.

Potter, P. A.; Perry, A. G. (2006). *Fundamentos de enfermagem* (5ª ed.). Loures: Lusociência.

Rogers, B. (1997). *Enfermagem do Trabalho: conceitos e prática*. Lisboa: Lusociência.

Stanhope, M.; Lancaster, J. (2011). *Enfermagem de Saúde Pública: Cuidados de saúde na comunidade centrados na população* (7ª ed.). Loures: Lusodidacta.

Normative and Benchmarks: Portuguese Ministry of Health; Portuguese Order of Nurses; World Health Organization.

Note: Further reading can be provided during the teaching sessions, according to the specific treatment of different themes and according to the needs and concerns emerging from the student's critical thinking.

### 5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

Students are integrated into the nursing teams, observing and collaborating in the nursing activities / health programs, applying the methodology of the nursing process and elaborating the individual register of activities and the critical-reflexive analysis, being, preferably, guided by a nurse Designated by the Health Unit, and the teacher has a pedagogical orientation and supervision role.

Evaluation is continuous and is based on the development of student skills based on the recommended results of learning, and considered all the technical and scientific knowledge acquired since the beginning of the course.

Evaluation instruments for clinical teaching are a teacher's responsibility, with the student co-responsibility: self-evaluation is a student responsibility, leading him to reflect/situate on the work done and the evolution of their learning; hetero-evaluation is a teacher and tutor nurse responsibility, with collaboration of nursing care team (forms in use at ESS).

Final classification is a teacher's responsibility and will be translated into an entire scale of zero to twenty values, constituting a single mark resulting from the evaluation of the student's performance and the report, according to the application of the following formula: once the classification of performance in clinical teaching, once again the classification of the individual report, divided by two.

Approval in the clinical training implies to obtain positive grade ( $\geq 10$  values), it is required to obtain positive note ( $\geq 9.50$  values) for each component of the final classification formula.

## 6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

Integration in providing care teams, observing and collaborating in the activities, applying the methodology of the nursing process and elaborating the individual register of activities and the critical-reflexive analysis, contributes to the development of knowledge skills and understanding the professional context, the application of the knowledge acquired during theoretical teaching, in the different aspects of clinical teaching and the formulation of judgments in the course of care, as well as the communication and autonomous learning competences.

## 7. ATTENDANCE

Clinical teaching takes place from February 26 to July 3, 2020, according to the schedule practiced in the respective Health Unit. In the period from April 06 to 13, 2020, there will be a scholar interruption.

The daily time period programmed in advance is considered, for the purpose of marking faults. Student must sign his/her presence daily, noting the time of entry and exit, on the sheet provided for this purpose and may be absent up to the limit of 15% of hours scheduled for clinical teaching.

Absences must be justified in printed form, signed by the professor of curricular unit, and delivered in the Academic Services within 5 working days after the impediment.

Student must notify the tutor and head nurse of the respective Health Unit in advance or as soon as it is possible, the need to miss clinical teaching.

## 8. CONTACTS AND OFFICE HOURS

**Professor:** Agostinha Esteves Melo Corte

[acorte@ipg.pt](mailto:acorte@ipg.pt)

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**Professor:** António Manuel Martins Batista


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**Professor:** Inês Alexandra Dias Fonseca

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**Professor:** Isabel Maria Ribeiro Fernandes

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Office hours available on office door number 15.

**Professor:** Maria do Rosário de Jesus Martins

[mrmartins@ipg.pt](mailto:mrmartins@ipg.pt)

Office hours available on office door number 11.

**Professor:** Magda Susana Pinto dos Santos Guerra

Contact and hours of attendance to be made available to students by the professor.

**Professor:** Marília Costa Flora

Contact and hours of attendance to be made available to students by the professor.

## 9. OTHERS

### A - Individual clinical teaching report

The student performs an individual report of clinical teaching, to be delivered to the professor on Friday of the ultimate week of clinical teaching. The reasoned report, in addition to the introduction and conclusion, should integrate a critical-reflexive analysis, based on objectives, activities and competencies. The introduction, development and conclusion of the report should be between 10 and 12 pages long.

### B - Use of technologies

The use of mobile phones is prohibited.

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**Note:** This document does not dispense consultation of the “Regulamento das Unidades Curriculares de Ensino Clínico do Curso de Enfermagem – 1.º Ciclo”.

Date: 18-02-2020 (update)

Signature: