

	SUBJECT DESCRIPTION	MODELO PED.015.03
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Course	Nursing – 1st Cycle (79500)					
Subject	Clinical Teaching - Family Health Nursing					
Academic year	2023-2024	Curricular year	3rd	Study period	1st semester	
Type of subject	Compulsory	Student workload (H)	Total: 202	Contact: E128; OT:5	ECTS	7,5
Professor(s)	Agostinha Esteves de Melo Corte Ermelinda Maria Bernardo Gonçalves Marques Vera Lúcia Moreira Massa Coimbra					
<input checked="" type="checkbox"/> Area/Group Coordinator <input type="checkbox"/> Head of Department		Ermelinda Maria Bernardo Gonçalves Marques				

PLANNED SUBJECT DESCRIPTION

1. LEARNING OBJECTIVES

Competencies:

- Collaborates in the provision of nursing care in a community context, under supervision, to the individual (inserted in their environment), family and groups, throughout the life cycle, applying the methodology of the nursing process and the principles of the relationship of help;
- Develop health promotion and education processes;
- Evaluates and proposes interventions to families, using the models studied in the theoretical period;
- It uses a clinical reasoning that allows it to correlate and to base the nursing interventions.
- Conducts systematic research in specialty books and international databases.

The curricular unit aims at deepening and acquiring the necessary skills for autonomous and interdependent intervention in the activity of providing nursing care for the student in the various health contexts where clinical teaching will take place.

The student integrated in the nursing team should progressively assume autonomy in the provision of nursing care inherent to the functions planned for the general care nurse, recommended by the Nurses' Order. This autonomy presupposes the use and improvement of knowledge and skills developed in previous years.

Educational objectives:

- To develop clinical competences of appreciation, diagnosis, promotion / education for health to the individual, the family and the community;
- Collaborate in the provision of nursing care, under supervision, to the individual, family and groups in a community context, applying the methodology of the nursing process;
- Recognize the role of the family nurse as a health care manager;
- Develop the relationship of help and interpersonal communication;
- Promote a process of personal and professional development centered on self-learning, self-responsibility and reflective thinking in nursing.

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2. PROGRAMME

During clinical teaching, students should develop competencies to intervene with the individual and the family as a unit of care. Application of the fundamentals and technical, scientific and relational principles of family health nursing practice. Assessment of health care needs of individuals and the family throughout the life cycle. Planning, execution and evaluation of nursing care. The family as the focus of nursing care.

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

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

Students are integrated into the care units of the health units, observing and collaborating with the team in the provision of nursing care, under supervision, to the individual, the family and to groups, in a community context, applying the methodology of the nursing process.

It is intended that clinical teaching contributes to the development of clinical competences of appreciation, diagnosis, promotion / education for health to the individual, the family and the community; Recognition of the role of the family nurse as a health care manager; Development of the relationship of help and interpersonal communication and that promotes a process of personal and professional development centered on self-learning, self-responsibility and reflective thinking in nursing.

4. MAIN BIBLIOGRAPHY

Obligatory:

Figueiredo, M. H. (2012). *Modelo Dinâmico de Avaliação e Intervenção Familiar: uma abordagem colaborativa em enfermagem de família*. Lisboa: Lusociência.

Hanson, S.M. (2005). *Enfermagem de cuidados de saúde à família: teoria, prática e investigação* (2ª ed.). Lisboa: Lusociência.

Wright, L. M. e Leahey, M. (2015). *Enfermeiras e famílias: um guia para avaliação e intervenção na família* (5ªed.). São Paulo: Roca.

Regulations and references: Ministry of Health; Order of Nurses; World Health Organization.

Recommended:

ICN – Conselho Internacional de Enfermeiros (2016). CIPE® Versão 2015–Classificação Internacional para a Prática de Enfermagem. Edição Portuguesa – Ordem dos Enfermeiros – maio de 2016.

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

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

Throughout clinical teaching, additional bibliography may be provided according to the needs of students.

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5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

Supervised Clinical Practice, students being integrated into the health teams, allowing the provision of comprehensive and individualized nursing care in line with the development of student competencies and the complexity of the care inherent to each situation.

Pedagogical strategies are used to provide nursing care under supervision to the individual, the family and groups in a community context; The study of a family, among others.

The evaluation is continuous; Is carried out in accordance with the regulations in force in the School; Is the responsibility of the teacher, taking into account the information of the respective clinical teaching supervisors, the self-assessment analysis and the classification of the group work.

The final classification is obtained according to the application of the following formula: four times the rating of performance in clinical teaching (peer asses, once again the classification of the working group, divided by five.

The final classification of the curricular unit results from the classification of performance in clinical teaching – 75% and the classification of group work – 25%.

The approval implies obtaining a positive grade (greater than or equal to ten values) is mandatory to obtain positive score for each component of the final classification of valuation formula (peer assessment and Working Group).

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

The pedagogical strategies include, among others, the provision of supervised nursing care for the individual, the family and groups in a community context.

The study of a family and the oral presentation of the work, providing the student with a set of experiences and opportunities, fundamental to develop clinical competences of appreciation, diagnosis, promotion / education for health to the individual, family and community; Recognize the role of the family nurse as a health care manager; Developing the relationship of help and interpersonal communication; Promote a process of personal and professional development focused on self-learning, self-responsibility and reflective thinking in nursing.

7. ATTENDANCE

Clinical Teaching is expected to take place from 26.02.2024 to 21.06.2024, from Monday to Friday, on working days, depending on the schedule practiced in the respective health unit. The timetable must fall within the period from 08:00 to 20:00, with an average of 32 hours per week for each student. The hours of tutorial guidance are scheduled by the teacher responsible for each group, according to the needs of the students.

It is compulsory and attendance system is based on Regulation of the curricular units of clinical teaching - Nursing Course - 1st cycle and Regulation nº134/2011 of Polytechnic Institute of Guarda (Regulation of Special Statutes).

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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.

The student must notify the teacher advisor and/or head nurse/guardian of the respective health unit, the need to miss clinical teaching.

8. CONTACTS AND OFFICE HOURS

Contacts

Professor: Agostinha Esteves de Melo Corte acorte@ipg.pt

Professor: Ermelinda Maria Bernardo Gonçalves Marques emarques@ipg.pt

Professor: Vera Lúcia Moreira Massa Coimbra - massasarzed@hotmai.com

Opening hours

Posted on the office door / made available to students by the teacher

9. OTHERS

9.1 Coordination and monitoring:

The pedagogical team consists of professors Ermelinda Maria Bernardo Gonçalves Marques (regent of the Curricular Unit), Agostinha Esteves de Melo Corte and Vera Lúcia Moreira Massa Coimbra.

The responsible professors in each Functional Health Unit are:

- Agostinha Esteves de Melo Corte: Unidade de Cuidados de Saúde Personalizados (UCSP) do Fundão; Unidade de Saúde Familiar (USF) “Cereja” e UCSP da Covilhã.
- Vera Lúcia Moreira Massa Coimbra: UCSP de Sernancelhe; UCSP de Trancoso; UCSP de Trancoso- Polo de Vila Franca das Naves; UCSP Fornos de Algodres; UCSP de Seia – Polo de S. Romão.
- Ermelinda Maria Bernardo Gonçalves Marques: UCSP DE Pinhel; USF “Carolina Beatriz Ângelo”; USF “Carolina Beatriz Ângelo” – Polos de Gonçalo e Vela e USF “A Ribeirinha”.

9.2 Written group work:

(1) The work to be carried out, as well as its development, must follow the guidance of the teacher. The work consists of the study of a family, based on the theoretical framework – Dynamic Model of Family Assessment and Intervention.

(2) The structure of the work includes the introduction with a limit of 4 pages and the study of the family: family assessment, priority areas of attention, nursing diagnoses, diagnostic criteria, intervention/proposed nursing intervention and evaluation (gains in health). The work must present the following

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appendices/annexes: informed consent, consultation planning, completed operative matrix, as well as the theoretical support of all the teachings carried out/to be carried out to the family.

(3) Work prepared in accordance with the rules for the elaboration of written work in force at the School and the evaluation grid in appendix;

(4) Oral presentation: 30 minutes per group and 20 minutes for discussion of the work, with a maximum tolerance of 5 minutes; all group members must present part of the work.

(5) The written work and respective presentation must be delivered, in digital and/or on paper, on the date agreed with the Professor.

DATE

9 de fevereiro de 2024

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APPENDICES:

- A. Distribution of students by Clinical Teaching location
- B. Group Work Evaluation Grid

ANNEXES:

- A. Attendance sheet.
- B. Absence communication form.
- C. Participation in an accident covered by the school insurance policy: declaration of authorization for the processing and protection of personal data; claim participation.
- D. Self-Evaluation Grid.
- E. Heteroassessment Grid.
- F. Evaluation Criteria.
- G. Regulation of Clinical Teaching Curricular Units of the Nursing Course -1st cycle