

POLI ESCOLA SUPERIOR SAÚDE TÉCNICO GUARDA	SUBJECT DESCRIPTION	MODELO PED.015.03
--	----------------------------	-----------------------------

<i>Course</i>	Master's in Community Nursing					
<i>Subject</i>	Health Planning					
<i>Academic year</i>	2021.2022	<i>Curricular year</i>	1	<i>Study period</i>	2nd sem.	
<i>Type of subject</i>	Compulsory	<i>Student workload (H)</i>	Total: 70	Contact: 20 T; 10 TP; 10 OT	<i>ECTS</i>	3
<i>Professor(s)</i>	Liliana Sofia Grilo Miranda					
☐ <i>Area/Group Coordinator</i> ☒ <i>Head of Department</i>		(select)	Isabel Maria Ribeiro Fernandes			

CLIQUE E SELECIONE A VERSÃO PRETENDIDA

1. LEARNING OBJECTIVES

Understand the need for health planning

Identify the main steps in the health planning process

Skills:

It is intended that this curricular unit contributes to the acquisition/development of competences of the Nurse Specialist in Community Nursing in the area of Community Health Nursing and Public Health (Nurses Order).

2. PROGRAMME

1. The health planning process.
2. Diagnosis of the situation.
3. Setting priorities.
4. Setting goals.
5. Elaboration and selection of strategies.
6. Development of programs and projects.
7. Preparation for execution.
8. Assessment.

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The curricular unit integrates contents related to health planning - the health planning process, diagnosis of the situation, definition of priorities, setting of objectives, elaboration and selection of strategies, elaboration of programs and projects, preparation of execution and evaluation - allowing to the student

	SUBJECT DESCRIPTION	MODELO PED.015.03
---	--	--

the acquisition and development of fundamental knowledge to understand the need for health planning and identify the main steps in the health planning process, as well as for the acquisition/development of skills of the Specialist Nurse (Ordem dos Enfermeiros).

4. MAIN BIBLIOGRAPHY

Mandatory

- Anderson, E., Macfarlane, J. (2008). Community as partner: theory and practice in nursing (5ª ed.). Philadelphia: Lippincott William & Wilkins.
- Guerra I. C. (2006). Fundamentos e Processos de Uma Sociologia de Acção: O planeamento em Ciências Sociais. 2ª ed. Principia.
- Imperatori, E.; Giraldes, M.R. (1993). Metodologia do planeamento da saúde: manual para uso em serviços centrais, regionais e locais. 3ª ed. Lisboa: ENSP.
- Laverack, G. (2014). Guia de bolso para a promoção da saúde. Tradução de Pedro Melo. Lisboa: Universidade Católica Editora.
- 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.
- Melo, Pedro. (2020). *Enfermagem de Saúde Comunitária e de Saúde Pública*. Lisboa, Portugal: Lidel.
- Nunes, M. (2016). Cartilha metodológica do planeamento em saúde e as ferramentas de auxílio. 1ª ed. Lisboa: Chiado Editora.
- Ordem dos Enfermeiros. (2015b). Regulamento n.º 348/2015 - Regulamento dos padrões de qualidade dos cuidados especializados em Enfermagem Comunitária e de Saúde Pública. Diário da República, 2.ª série — N.º 118 — 19 de junho de 2015. Lisboa: República Portuguesa.
- Ordem dos Enfermeiros. (2018). Regulamento n.º 428/2018 - Regulamento de Competências Específicas do Enfermeiro Especialista em Enfermagem Comunitária na área de Enfermagem de Saúde Comunitária e de Saúde Pública e na área de Enfermagem de Saúde Familiar. Diário da República, 2.ª série — N.º 135 — 16 de julho de 2018.
- Ruivo, A., Ferrito, C., & Nunes, L. (2010). Metodologia de Projecto: Colectânea Descritiva de Etapas. Revista Percursos, 15. http://web.ess.ips.pt/Percursos/pdfs/Revista_Percursos_15.pdf.
- Tavares, A.(1992). *Métodos e técnicas de planeamento em saúde*-Lisboa editora Ministério da Saúde.
- Teixeira, C. (2010). Planeamento em Saúde – Conceito, métodos e experiências. Editora da Universidade Federal da Bahia. Salvador.
- Piédrola Gil, G et al. (2008). Medicina Preventiva Y Salud Publica (11ª ed.). Barcelona: Masson.
- Portugal. Ministério da Saúde. Direção Geral da Saúde (2012). Plano Nacional de Saúde 2012-2016. Acedido em <http://pns.dgs.pt/?cpp=1>
- Stanhope, M; Lancaster, J (2011). *Enfermagem de Saúde Pública: Cuidados de saúde na comunidade centrados na população* (7ª ed.). Loures: Lusodidacta. *Enfermagem de Saúde Pública: Cuidados de saúde na comunidade centrados na população* (7ª ed.). Loures: Lusodidacta.

Recommended:

- Caramelo, A.; Barroso, I.; Monteiro, MJ. Rainho, C. (2019). Pensamento Crítico: estudo de caso com a aplicação da grelha FRISCO. In: Membiela, P.; Cebreiros, M. & Vidal, M. (2018). *Perspectivas docentes en la educación superior*. Ourense: Educación Editora.
- Issel, L Michele.(2009). *Health Program planning and evaluation: A practical, systematix approach for community health*. Jones and Bartlett Publishers, LLC. Massachusetts.

POLI ESCOLA SUPERIOR SAÚDE TÉCNICO GUARDA	SUBJECT DESCRIPTION	MODELO PED.015.03
--	-----------------------------------	-------------------------------------

- James F Mackenzie, Brad L Neiger, Jan L Smeltze. (2004). *Planning, Implementing and evaluating Health promotion programs: a primer*. Benjamin Cummings 4th edition.
- Marcy-Rosenau-Last, editors(1998). *Public Health & Preventive Medicine*. 14th ed. Connecticut: Appleton & Lange.
- Pineault, Raynald; Carole, Daveluy; (1986). *La Planification de la Santé: Concepts, methodes, strategies*. Montreal: Avena D' Ana Ina.
- Peixoto, S.; Almeida, A.; Caramelo, A.; Mendes, L. Application of the 2015 Beers Criteria Operationalized for Portugal in Institutionalized Elderly: A Cross-Sectional Study. *Acta Médica Portuguesa*, [S.l.], 33 (13).

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)

Methodologies that stimulate the personal and professional development of students are used, in which the teacher assumes the role of facilitator and guide of learning and gauge of the acquisition of competences by the student, he assumes himself as the main responsible for his own learning process, assuming an intervening, active and critical role that develops their autonomy and research work. In the teaching and tutorial sessions, analysis, reflection and critical questioning work will be framed and guided.

Evaluation:

Preparation of group work, with a weighting of 50%. This work consists of the elaboration of an intervention project based on the methodology of health planning.

The development of the work must follow the teacher's guidance and the evaluation grid (annex 1). The works are delivered, presented and discussed with the professor(s) of the Curricular Unit. Written work must not exceed 20 pages. The presentation, with a weighting of 50%, will last for a maximum period of 30 minutes, followed by a discussion with a maximum duration of 20 minutes. The work will be presented and discussed in the classroom, by all the constituent elements of the group.

Written works must be prepared in accordance with the rules of the new orthographic agreement and in accordance with the rules contained in the document Guide for the Preparation and Presentation of Written Works of the Health School from Guarda Polytechnic Institute.

In continuous assessment, it is mandatory to comply with all evaluation moments: students who do not comply with one of the evaluation moments (written group work, presentation and individual oral discussion) and who have attended 75% of the theoretical-practical classes will be admitted to the exam. The success in the curricular unit requires a classification equal to or greater than 10 (ten) values.

	SUBJECT DESCRIPTION	MODELO PED.015.03
---	----------------------------	-----------------------------

6 COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

The use of methodologies that stimulate the personal and professional development of students, in which the teacher assumes the role of facilitator and guide of learning and gauge of the acquisition of competences by the student and the student assumes himself as the main responsible for his own learning process, assuming an intervening, active and critical role, developing their autonomy and research work, they allow the student to understand the need for health planning and the identification of the main steps in the health planning process, contributing to the acquisition/development of competencies of the Specialist Nurse (Order of Nurses).

6. ATTENDANCE

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.

7. CONTACTS AND OFFICE HOURS

Prof.ª Isabel Maria Ribeiro Fernandes

Opening hours available at the door of office n.º 15/ to be announced to students.
isabelfernandes@ipg.pt

Prof. Liliana Sofia Grilo Miranda

Opening hours available at the lilianagrilomiranda@ipg.pt ou lilianagrilomiranda@gmail.com

POLI ESCOLA SUPERIOR SAÚDE TÉCNICO GUARDA	SUBJECT DESCRIPTION	MODELO PED.015.03
--	-----------------------------------	-------------------------------------

DATE

20 June 2022

SIGNATURES

Professor

Liliana Sofia Grilo Miranda

Head of Department

Isabel Maria Ribeiro Fernandes