

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[7085764] Relação e Comunicação em Saúde		
Plano / Plan:	PLANO - CMEMC-EPSC - a partir 2023/2024		
Curso / Course:	Mestrado em Enfermagem Médico-Cirúrgica, na área de Enfermagem à Pessoa em Situação Crítica		
Grau / Diploma:	Mestre		
Departamento / Department:	ENFERMAGEM		
Unidade Orgânica / Organic Unit:	ESCOLA SUPERIOR DE SAÚDE DE VISEU		
Área Científica / Scientific Area:	Enfermagem		
Ano Curricular / Curricular Year:	1		
Período / Term:	S1		
ECTS:	3		
Horas de Trabalho / Work Hours:	0075:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0020:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0010:00	(OT) Orientação Tutorial/Tutorial Orientation:	0000:00
(P) Práticas/Practical:	0000:00	(E) Estágio/Internship:	0000:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0000:00		

Docente Responsável / Responsible Teaching

[606847] Teresa Silveira Lopes

Outros Docentes / Other Teaching

[5053] Sofia Margarida Guedes de Campos Salvado Pires

Learning Outcomes of the Curricular Unit

Deepen essential knowledge about communication and negotiation techniques, aiming at assertiveness and interpersonal relationships;

Organize interpersonal skills that facilitate the process of individual and group communication;

Adopt constructive methods for solving problems / conflicts

Syllabus

1. Human Relationship and Communication

Basic concepts in communication

Myths about communication

The communicational process

Barriers to human communication

Non-verbal communication

2. Human communication and health communication: communicational value of behavior; relationship; context; metacommunication

Transactional analysis

Neurolinguistic programming. Systemic approach to communication

The therapeutic relationship of health professional /users

Techniques that facilitate therapeutic communication

Non-therapeutic communication techniques

Interpersonal relationship in health

Emotions and conflict management

Teamwork

Intervention in crisis and emergency situations

Communicating bad news and in mourning situations

Help relationship

3. Communication in special situations

Communicating with the person undergoing invasive mechanical ventilation

Communication strategies in the care of the person, family/caregiver in a situation of critical illness or incurable disease in the advanced and progressive stage.

Demonstration of the syllabus coherence with the curricular units' learning objectives

The contents of the course are organized in a logical sequence and in an articulated and coherent manner with the defined objectives. These contents, in part, give continuity to the contents taught in the 1st cycle in the context of nursing communication.

With the expressed content, it is intended to take students in a first part to deepen general concepts in communication, some theories / models of approach to interpersonal communication and then analyze communication in the health / therapeutic context and to recognize the importance of communication in the provision care in the satisfaction of the care user. It should be noted that this course is based on the learning assumptions inherent to the Bologna Process, it implies the implementation of active and participatory teaching methodologies with the construction of process, structure and result indicators by students

Teaching Methodologies (Including evaluation)

For the theoretical classes use an expository and interrogative method. Presentation of content, problem solving / case analysis based on nursing practice, exchange of experiences, self-assessment exercises.

Theoretical-practical classes are based on the active participation of students with the use of practical exercises, simulation and self-knowledge, the exchange of professional experiences: debate / discussion and reflection. Viewing films with communication problems. Possibility of group work with research and knowledge mobilization (using students hours) and with presentation and debate in the classroom. The evaluation follows the course rules, including a frequency (50%) and group work (50%) (written work, presentation and debate). The approval of the curricular unit assumes a classification higher or equal to 10 values. For students who do not pass, the normal season and appeal exams are scheduled

Demonstration of the coherence between the teaching methodologies and the learning outcomes

The strategies will be adapted to the respective syllabus and to the students' development. In addition to the expository method, active methodologies will be privileged, with the participation of students in solving problem situations and their group discussion.

The possibility of carrying out group work will also be an opportunity for students to work in a team developing communicative skills that will be useful for valuing teamwork with professionals. With the final discussion of the themes, a space is created for the development of reflective analytical skills, generating more consistent debates, fostering the competence of collaborative learning.

This active participation of students is based on the learning assumptions inherent to the Bologna Process and the student will be given the opportunity to debate / argue leading to the active participation of all.

In order to promote student integration and raise awareness of the importance of the course unit, in the first class, which is the responsibility of the course unit coordinator, the teachers, students, objectives, skills, program content of the unit will be presented curriculum, bibliography, recommended dates for assessment moments, and teaching methodologies used and discussed with students

Bibliografia / Bibliography

Cardoso, R. M. (Coord.). (2019). *Competências clínicas de comunicação*. Afrontamento

Cooper N, Bartlett M, Gay S, Hammond A, Lillicrap M, Matthan J, Singh M. & UK Clinical Reasoning in Medical Education (CReME) consensus statement group. (2021) Consensus statement on the content of clinical reasoning curricula in undergraduate medical education. *Med Teach*, 43(2), 152-159

Ferreira, M., Silva, D., Pires, A., Sousa, M., Nascimento, M., & Calheiros, N. (2016). Clinical skills and communication in nursing students. *The Eur Proceedings of Soc Beh Sci*, (2nd International Conference on Health and Health Psychology), 51-60.

Ferreira, M., Silva, D., Duarte, J. (2016). Estudo psicométrico da Escala de Competências de Comunicação Clínica (ECCC). *Millenium*, 2 (ed espec 1), 287-299.

Moreira, I. (2014). *A excelência no atendimento* (4.^a ed.). Lidel

Sequeira, C. (Coord.). (2016). *Comunicação clínica e relação de ajuda*. Lidel

Silva, E., Maia, ML, Silva, D., Rocha, A., Duarte, J (2016). The help relationship in clinical nursing education. *The Eur Proceedings of Soc Beh Sci*, (2nd International Conference on Health and Health Psychology), 139-146.