

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[708520815] Enfermagem de Reabilitação na Família e na Comunidade		
Plano / Plan:	PLANO CMER - A PARTIR DE 2023/2024		
Curso / Course:	Mestrado em Enfermagem de Reabilitação Rehabilitation Nursing		
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:	S2		
ECTS:	4		
Horas de Trabalho / Work Hours:	0100:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0030:00	(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

[5054] Susana Marisa Loureiro Pais Batista

Outros Docentes / Other Teaching

[504183] Paula Cristina Dias Rocha Cavaleiro Saraiva

Learning Outcomes of the Curricular Unit

- Understand family development, family and community intervention models, and transition processes;
- To analyze social, family, and housing implications of people with disabilities;
- Establish judgments, diagnostic and therapeutic, on the health needs of people with disabilities, considering psychosocial factors, family, and community resources
- Promote rehabilitation nursing interventions in partnership with the individual, family, and community to obtain the best quality of life, reintegration, and participation in society;
- Apply scientific methodology of work in rehabilitation nursing care in the family and community.

Syllabus

1. Family and Community:

- Families and situational crises: family assessment and intervention in family carers.
- Social and family intervention models, social responses and institutional models
- Implications of ageing on families and the community
- The disabled person: psychosocial impact and relationship contexts; environmental, social and family responses
- The transition to the role of carer
- The National Network for Integrated Continuing Care (RNCCI) as a health and social response to families
- Accessibility, legislation and assessment of the context/environment

2. Process of care in the Family and Community

Diagnostic judgement: Multidimensional health assessment; Family, social and environmental context assessment methods; ER phenomena/diagnoses

Therapeutic judgement: RE and the Self-Care Model in the context of the family; RE interventions aimed at the community and families with geronto-geriatric people and/or people with disabilities (school, work, association and social contexts)

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

The Programmatic Contents aim to respond to the learning objectives. Thus, they intend to analyze concepts and models of family intervention articulated with social and institutional responses; to identify the impact of demographic contexts, chronic diseases, and disabilities on people, in the contexts of relationship and transition together with families, community, and support networks; to enable the rehabilitation nurse for a multidimensional assessment of the person and community contexts to implement intervention programs adapted to the needs of people throughout the life cycle and always based on scientific evidence in Nursing

Teaching Methodologies (Including evaluation)

The teaching and learning methods are student-centered, to implement an active methodology that encourages discussion, participation, and the search for information on the part of the students, whose hours of independent work are directed towards this end. Lectures are expository and interactive. Theoretical-practical classes include the discussion of case studies in the specific field of RN intervention in the family and community. Conferences open to the community may also be held for reflection and debate. The assessment, ranging from 0 to 20 points, is under the course regulations and is based on continuous assessment and an individual written test, an individual assignment or a Passing the course requires a mark of 10 or above. In the event of failure, there will be one examination in the normal period and another in the appeal period.

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

The different teaching methodologies implementation aims to ensure the consistency of programmatic content according to the objectives and their relationship with student learning, promoting in them the ability to mobilize and apply knowledge in health practice contexts. In this context, active and participatory methodologies will be adopted, focused on the student's interests. Such methodologies will be expressed in the use of techniques for sharing information, debate, and clarification of opinions, values, attitudes, and techniques for training skills in the field of rehabilitation nursing in the Family and Community. The methodologies to be adopted by teachers of the CU will be preferable: in theoretical lessons, the expository and interactive method; in theoretical-practical lessons favor the expository method, demonstrative, case discussions, research, viewing films, and sharing of best practices in conferences open to the community. The challenges posed to students during UC, will be based on new social challenges and specialized literature, demonstrating the best scientific evidence.

Bibliografia / Bibliography

*Martins, R., Almeida, F., Batista, S., Carvalho, N. (2021). Knowing to Empower: Study of the Difficulties of the Informal Caregiver. *Education and New Developments 2021*, pp. 583-587.

<https://doi.org/10.36315/2021end123>

*Martins, R., Cardoso, R., Carvalho, N., Batista, S., et al. (2020). Perceção dos Enfermeiros de cuidados paliativos sobre a intervenção do enfermeiro especialista em enfermagem de reabilitação. *New Trends in Qualitative Research*, 3, 1-13. <https://doi.org/10.36367/ntqr.3.2020.1-13>

*Saraiva, P., Anunciação, S., et al. (2020). Ganhos em independência funcional como promotor da qualidade de vida. *Revista Millenium*, 2 (edição especial nº 5): 225-231. <https://doi.org/10.29352/mill0205e.24.00297>

Kaakinen, J. ,et al.. (2018). *Family health care nursing: Theory, practice, and research*. Davis Company.

Pereira, J., & Petronilho, F. (2018). Satisfação do familiar cuidador sobre o planeamento da alta hospitalar. *Revista Investigação em Enfermagem*, 2(22), 42-55.