

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[7085852] Fundamentos de Enfermagem de Saúde Familiar		
Plano / Plan:	PLANO - CMEC-ESF - a partir 2023/2024		
Curso / Course:	Mestrado em Enfermagem Comunitária - área de Enfermagem de Saúde Familiar		
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:	6		
Horas de Trabalho / Work Hours:	0150:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0040:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0020:00	(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:	0015:00		

Docente Responsável / Responsible Teaching

[5019] Cláudia Margarida Correia Balula Chaves

Outros Docentes / Other Teaching

[5053] Sofia Margarida Guedes de Campos Salvado Pires

[5230] Marta Maria Gonçalves Rosa

Learning Outcomes of the Curricular Unit

Describe the social policies and family health

Analyze the international and national references in Family Health Nursing

To interpret the onto-epistemological references of Family Health Nursing

To identify the contexts of intervention of nurses in the care of individuals and families

Syllabus

Historical Evolution of Family Health: Historical framework and its implications in a global conception of health; Current and future perspective; Social and family health policies

Family Intervention as a reference in Family Health Nursing: International and national references of family health nursing

Family Health Nursing: onto-epistemological references: Family nursing theory, Family development theory, Family systems theory.

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

The programmatic content was structured in order to achieve the outlined objectives, aiming a historical perspective of family health and respective social policies; framework of the family in primary health care based on national and international references and analysis of epistemological references in family health nursing. The teacher explains the objectives to be achieved in each chapter when integrating the curricular unit. On the other hand, the themes to be developed encourage critical reflection by students, both in relation to the course contents and in their relationship with the context of clinical practice. The course includes programmatic content based on the objectives outlined. The programmatic content is organized by the theoretical framework inherent to the sociopolitical and epistemological references.

Teaching Methodologies (Including evaluation)

The aspects to be developed to achieve the learning objectives aim at the follow-up, students' support and teachers' availability, creation of learning opportunities and exchange of experiences of clinical practice as well as the receptiveness to reflect on the assessment with the student. The form of assessment will be presented at the beginning of the curricular unit based on one of the following proposals: the teaching-learning strategies to be used in this curricular unit emphasize the principle of active participation of students, mobilizing knowledge and professional experience, in the discussion of programmatic contents, the development of group work and written test. Thus, quantitative assessment includes a written test (50%) and the development of individual/group work(s), with oral presentation (50%), appealing to innovation and creativity and to concrete responses to the problem posed based on scientific evidence.

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

The implementation of different teaching methodologies aims to ensure the consistency of programmatic content according to the objectives and their relationship with student learning and therefore the assessment, promoting in them the ability to mobilize and apply knowledge in contexts of family health practices. The methodologies adopted intend the development of theoretical knowledge/knowledge and, subsequently, the mobilization of knowledge and skills developed, for more specific and applied contexts to family nursing clinical practice. Thus, to facilitate the achievement of the objectives and the evaluation of the course, the teacher will make known and discuss the objectives with students at the beginning and throughout the course, explaining the objectives to be achieved and validating whether they are achieved, since each student must demonstrate whether they have achieved the objectives set in individual or group work and individual written test. The theoretical framework will be carried out at the beginning of each programmatic content, seeking to establish a relationship with the knowledge already acquired by students in other study cycles in other curricular units and/or in the contexts of their practices, experiences and knowledge. Throughout the course it is intended to develop, in students, cognitive and motivational skills for the importance and understanding of the themes in the current and real context of clinical practice, contributing to a better perception and understanding of the objectives to be achieved. The methodologies adopted, student-centred, will facilitate the development of competencies and will be conducive to the objectives presented and privilege the involvement of students in the resolution of problem situations and group discussion, allowing teamwork and the development of useful skills for personal and professional valorisation. They aim to ensure the coherence of programmatic content according to the objectives and their relationship with learning, promoting the ability to mobilize and apply knowledge in contexts of practice in family health. The possibility of carrying out a group or individual work will provide the understanding and application of the issues addressed, as well as allowing the sharing of knowledge and experiences between the group, contact with other realities through research and also constitutes an opportunity for teamwork developing skills in the specific area.

Bibliografia / Bibliography

- Almeida, F. S., Coutinho, E. C., Duarte, J. C., Chaves, C. M., Nelas, P. A., Amaral, O. P., & de Castro Parreira, V. (2017). Domestic violence in pregnancy: prevalence and characteristics of the pregnant woman. *Journal Clinical Nursing*. 10.1111/jocn.13756
- Correia, C., Chaves, C., Batista, B., Rosário, H., & Teixeira, R. (2021). Aplicação do modelo dinâmico de avaliação e intervenção familiar: Um estudo de caso. *Egitania e Sciencia*, 1(28), 20-21
<https://doi.org/10.46691/es.v1i28381>
- Pinto, C., Chaves, C., Duarte, J., Amaral, O., & Gonçalves, A. (2021). Influência das características sociodemográficas e familiares na adesão ao tratamento das pessoas hipertensas na comunidade. *Millenium*, 2(e espec nº9), 197-206. <https://doi.org/10.29352/mill029e.25070>
- Wright, L.M., & Leahey, M. (2019). *Nurses and families: A Guide to Family Assessment and Intervention (7^a ed)* USD
- Relvas, A., Major, S. (2014). *Avaliação Familiar: funcionamento e intervenção*. Coimbra: Imprensa da UC