

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[7085853] Teorias e Modelos de Avaliação e Intervenção 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:	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:	0010:00	(E) Estágio/Internship:	0000:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0020:00		

Docente Responsável / Responsible Teaching

[5027] Maria Isabel Bica Carvalho Costa

Outros Docentes / Other Teaching

[5053] Sofia Margarida Guedes de Campos Salvado Pires

[303988] Alcinda Maria Sarmiento Costa dos Reis

Learning Outcomes of the Curricular Unit

- Recognise the theoretical references and foundations of family assessment and intervention;
- Identify the models intrinsic to family assessment;
- Differentiate family assessment techniques and instruments;
- Explain the assumptions intrinsic to the construction of nursing diagnoses and interventions, with emphasis on the various dimensions of family assessment;
- Critically reflect on specific clinical cases.

Syllabus

- Individual and family as care partners
- Models of assessment and intervention in the family: Calgary Model of Assessment and Intervention; Dynamic Model of Family Assessment and Intervention (MDAIF)
- Strengths-based nursing care
- Family assessment and research tools: Genogram, ecomap, questionnaires, scales, family charts, and others
- Family nursing interview
- Individual and family as care partners
- Models of assessment and intervention in the family: Calgary Model of Assessment and Intervention; Dynamic Model of Family Assessment and Intervention (MDAIF)
- Strengths-based nursing care
- Family assessment and research tools: Genogram, ecomap, questionnaires, scales, family charts, and others
- Family nursing interview
- Motivational interviewing, participatory dynamics, family conferences

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

The course includes syllabus content based on the objectives outlined. The syllabus is organised around the theoretical framework inherent to family assessment and intervention, theories and models of family intervention, family interviewing and the nursing process according to the focuses of attention, diagnoses and interventions in the family field. The conditions are in place for students to recognise the importance of the family nurse's role in family assessment and intervention and to respond to the needs of nurses in caring for families as the target of nursing care. Nursing intervention requires the use of theories and models that enable the design of care geared towards data collection and intervention planning. Intervention theories and models are an explanation of empirical knowledge and a reference for the practice of caring for families.

Teaching Methodologies (Including evaluation)

The teaching methodologies are centred on a reflective, contextualised approach to understanding the different theories and models of assessment and intervention in family nursing, combined with professional experiences in order to promote the development of skills, using methods: expository and active, guided reading and analysis of scientific articles. Demonstration and training in the application of collaborative intervention techniques, such as family and motivational interviewing, will be included, using PL. In the hours of autonomous work, students will be guided to carry out individual/group work. In seminars, students present their research, revealing their mastery of the skills developed through the transfer of knowledge in the specific area of family nursing.

Assessment includes a written test (50%) and individual/group work(s) with an oral presentation (50%).

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

The implementation of the different teaching methodologies aims to guarantee the coherence of the syllabus according to the objectives and their relationship with student learning and, consequently, assessment, promoting in students the ability to mobilise and apply knowledge in the context of family health practice.

The methodologies adopted aim to develop theoretical knowledge and then mobilise the knowledge and skills developed into more specific contexts applied to the clinical practice of family nursing.

Therefore, in order to facilitate the realisation of the objectives and the assessment of the course, the lecturer will make the objectives known and discuss them with the students at the beginning and throughout the course; he will explain the objectives to be achieved and validate whether they have been achieved, as each student must demonstrate whether they have achieved the defined objectives in individual or group work and individual written tests. The theoretical framework will be provided at the beginning of each programme, seeking to establish a relationship with the knowledge already acquired by students in other curricular units and/or in the contexts of their practices, experiences and knowledge. Throughout the course, the aim is to develop students' cognitive and motivational skills in terms of 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, centred on the student, will facilitate the development of competences conducive to the objectives presented and will favour the involvement of students in problem-solving and group discussion, enabling teamwork and the development of useful skills for personal and professional development. The aim is to ensure that the syllabus is consistent with the objectives and their relationship with learning, promoting the ability to mobilise and apply knowledge in the context of family health practice. The instrumental training is developed through participatory exposition and the resolution of exercises, case studies, Role-Play; Kit of "tools" for developing competences; eposter, "Serious Games"; Guide Lines; APP; appealing to innovation and creativity and to responses to concrete problems. The possibility of carrying out group or individual work will provide understanding and application of the topics covered, as well as sharing knowledge and experiences among the group, contact with other realities through research and also providing an opportunity for teamwork, developing skills in the specific area.

Bibliografia / Bibliography

Bica, I., Pereira, A. F., Campos, J. H., Nascimento, L., Amaral, M. I., Ventura, R. (2021). Perception of fathers and mothers about the health-related quality of life of their children. *Millenium*, 2(ed espec 8), 157.

Bica, I.; Esteves, I.; Cruz, S.; Andrade, A. (2016). A risky situation with impact on the whole family: teenage pregnancy *Revista Millenium* (2) 1, 65 ? 75.

Ferreira, M., Gonçalves, C., Campos, S., Duarte, J., & Nelas, P. (2021). Participação do pai no nascimento: Vinculação e satisfação em áreas da vida conjugal. *Revista da Associação Portuguesa de Enfermeiros Obstetras*, 21(1), 26-44.

Figueiredo, H., Madeira, A., Reis, A. et al (2022). Aprendizagem do cuidar a família na comunidade. *Revista de Enfermagem Referência*, VI Série, 1, 1-8.

Reis, A. et al (2022). Cultura, género e poder na família. In M.H. Figueiredo (Ed) *Enfermagem Wright*, L.M., & Leahey, M. (2019). *Nurses and families: A Guide to Family Assessment and Intervention* (7^a ed.) USD.