

### Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

<b>Designação da Unidade Curricular / Curricular Unit:</b>	[7085854] Ciclo Vital, Diferentes Níveis de Prevenção na Família		
<b>Plano / Plan:</b>	PLANO - CMEC-ESF - a partir 2023/2024		
<b>Curso / Course:</b>	Mestrado em Enfermagem Comunitária - área de Enfermagem de Saúde Familiar		
<b>Grau / Diploma:</b>	Mestre		
<b>Departamento / Department:</b>	ENFERMAGEM		
<b>Unidade Orgânica / Organic Unit:</b>	ESCOLA SUPERIOR DE SAÚDE DE VISEU		
<b>Área Científica / Scientific Area:</b>	Enfermagem		
<b>Ano Curricular / Curricular Year:</b>	1		
<b>Período / Term:</b>	S1		
<b>ECTS:</b>	6		
<b>Horas de Trabalho / Work Hours:</b>	0150:00		
<b>Horas de Contacto/Contact Hours:</b>			
(T) Teóricas/Theoretical:	0020:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0040:00	(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

[5030] Maria Odete Pereira Amaral

### Outros Docentes / Other Teaching

[606861] Catarina Inês Costa Afonso

### **Learning Outcomes of the Curricular Unit**

Students should acquire knowledge and skills in the provision of care to the family as a whole and to each individual throughout the life

cycle and at different levels of prevention within health programmes.

- To identify processes of transactional evolution associated to the specific and exclusive growth of each family;
- To explain the life cycle as a transversal pathway to all families, with events associated to the entry and exit of individuals that entail implications to the family health;
- Identify specific nursing care in the different stages of the life cycle of the family and the various levels of prevention;
- Analyze prevention strategies in face of crisis situations in the family context;
- Recognize the individual and family health literacy as a promoter of family health and decision making;
- Apply research and scientific evidence in the planning of family health nursing care.

### **Syllabus**

- Anthrobiopsychosocial, cultural and spiritual care in the context of the main health programmes throughout the life cycle: Child and youth health, sexual and reproductive health, maternal health, adult and elderly health, chronic disease management, self-care and literacy.
- Promotion of self-care and the role of the family caregiver in the family context
- Evidence-based practice of the role of the individual in the family

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

Considering the objectives of the UC, unified for the development of skills in family care throughout the life cycle, the programmatic contents focus on the knowledge of anthrobiopsychosocial, cultural and spiritual care, the management of chronic disease, literacy and self-care within the family, the management of adverse events, focusing on the different levels of prevention and health programs throughout the life cycle and for informed decision-making. Basic concepts related to health promotion and self-care, the role of the family caregiver within the family, family health literacy, disease prevention at different levels will be analysed and discussed, and practical cases will be selected for analysis. Thus, the objectives and contents enable students to understand the individual/family, recognising the importance of promotion throughout the life cycle as well as of nursing interventions based on scientific evidence.

### **Teaching Methodologies (Including evaluation)**

The teaching-learning methodology focuses on interaction between participants, promoting reflection on the family throughout the life cycle. Active methodologies will be used, promoting analysis and critical-reflective thinking, active participation in which students' personal and professional experiences will be valued. The use of pedagogical techniques and resources such as: discussion of family interventions, analysis and discussion of practical cases, in groups and in plenary, theoretical and scientific research in databases, guided reading and analysis of scientific articles and health programs. Student work hours are geared towards research, analysis and study preparation, promoting self-learning. Assessment - Article (preparation) with oral presentation (70%) and an individual reflection (30%) or - Individual written test (100%).

### **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 to student learning and thus assessment, promoting in them the ability to mobilize and apply knowledge in the contexts of family health practices. Considering the objectives of the course unit that aim to develop a knowledge of the family throughout the life cycle, disease management, self-care, health literacy, the role of family caregiver in the family context and the development of family intervention skills based on evidence, the teaching methodologies (expository, active and reflective) linked to evidence and specific knowledge in the area of family health and the proposed assessment methodologies enable the achievement of the objectives. The adopted methodologies aim at developing theoretical knowledge/knowledge and, subsequently, mobilizing the developed knowledge and skills for more specific contexts applied to family nursing 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 he/she has achieved the objectives set in the work and/or 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 curricular units and/or in the contexts of their practices, experiences and knowledge. Throughout the course we seek 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. It is also expected the use of methodologies that promote reflective, dynamic and critical thinking of students in order to contribute to their self-development and self-learning. 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 among the group, contact with other realities through research and also constitutes an opportunity for teamwork developing skills in these areas. The presentation in the classroom will allow students to deepen other topics taught in the UC and the confrontation of new ideas, new questions and new research perspectives on issues of clinical practice in family health nursing and respective interventions.

### **Bibliografia / Bibliography**

Lopes, C., Almeida, C.V. (2019). Literacia em saúde na prática. 1ª Edição, Composição: ISPA ? Instituto Universitário ISBN: 978-989-8384- 57-7 (E-Book).

Pedro, A.R., Amaral, O., Escoval, A. (2016). Literacia em saúde, dos dados à ação: tradução, validação e aplicação do European Health Literacy Survey em Portugal. Rev. Port. Saúde Pública, 34(3):259?275.

Cabral, A.M., Carreira, I.V., Carreira, I.M., Gil, M.T., Silva, M.S., Correia, L.I., Amaral, O. (2021) Intervenções dos enfermeiros nas famílias com indivíduos com comportamentos aditivos de álcool. Millenium 9e: 73-79.

Lima, T., Amaral, O., de Almeida, P., Carvalho, P., Marques, T., Pinto, A. R., & Coimbra, T. (2022). Do internamento para a comunidade ? o cuidador informal na transição. Revista De Investigação & Inovação Em Saúde, 5(1), 47?58.

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Relvas, A.; Major, S. (2014). Avaliação Familiar: funcionamento e intervenção. Coimbra: Imprensa da UC.