

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[7085859] Estágio - Enfermagem em Saúde Familiar em contexto de USF/UCSP		
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:	S2		
ECTS:	15		
Horas de Trabalho / Work Hours:	0420:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0000:00	(OT) Orientação Tutorial/Tutorial Orientation:	0020:00
(P) Práticas/Practical:	0000:00	(E) Estágio/Internship:	0180:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0010:00		

Docente Responsável / Responsible Teaching

[606861] Catarina Inês Costa Afonso

Outros Docentes / Other Teaching

[5019] Cláudia Margarida Correia Balula Chaves

[5025] Ana Isabel Nunes Pereira de Azevedo e Andrade

[5027] Maria Isabel Bica Carvalho Costa

[5030] Maria Odete Pereira Amaral

Learning Outcomes of the Curricular Unit

Develop skills of family assessment, as context and subject of care, mobilizing theoretical framework of nursing;

To identify family practices of health management based on beliefs, values and family traditions;

To develop care plans culturally congruent to families, mobilizing taxonomy in family nursing;

To provide specialized nursing care to families, in complex situations, based on scientific evidence and mobilizing theoretical nursing knowledge and references.

Syllabus

Systemic model of assessment and family intervention;

Diversity and complexity of family configurations;

Life cycle of families and family recomposition;

Individual and family development - a double continuum of (dis)balance in families;

Health space/partnerships with families and needs in nursing care;

Intervention focuses of family health nursing in complex situations.

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

The programmatic content of the course unit is organized in order to enable the achievement of the objectives in a sequential and coherent way. Starting from the evaluation of families, in their diversity, complexity and singularity, the student will build the competencies expected of caring for families, in a partnership relationship, based on the respect for their own health practices, as basic behaviours for nursing clinical proposals that promote family and individual health. The recommended family intervention will be based on family values, beliefs and traditions, thus the nurse's knowledge of them is of the utmost importance for the development of the care process, which is able to meet the identified needs and enhance family resources, from a perspective of health promotion and well-being.

Teaching Methodologies (Including evaluation)

Active methodologies are used to collect and analyse data, through consultation of computerised clinical records systems and direct contact with families. Knowledge of the families' physical, social and relational contexts is also favoured, in a relationship of proximity and trust. The provision of care, based on multifactorial planning and taking into account the multidisciplinary context. The autonomous work planned for the course: 210 hours. The assessment will have a continuous dynamic, valuing the development of relational, communicational, scientific, technical and human competences and will be reflected in the assessment instrument that includes indicators, which will be assessed according to an assessment grid weighted at 75%. Master's students will have to carry out an assessment of a family, using a Family Assessment and Intervention Model. This study will be weighted at 25% of the final grade.

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

Since the development of specialised competencies in family health nursing is expected, the proposed assessment instruments allow for the construction of these competencies in a coherent way, not only through the clinical practice developed by students, but also through their reflection on it. The internship contexts (USF and UCSP) are privileged fields in the achievement of the objectives of the course, since these units are focused on the care of families and their respective members, with a close connection to care contexts of greater proximity, such as the home.

Bibliografia / Bibliography

- Correia, C., Chaves, C., Batista, B., Rosário, H., & Teixeira, R. (2021). Aplicação do mo-delo dinâmico de avaliação e intervenção familiar: Um estudo de caso. *Egitania e Sciencia*, 1(28), 20- 21. Doi: <https://doi.org/10.46691/es.v1i28381>.
- Figueiredo, H., Madeira, A., Santos, I. et al (2022). Aprendizagem do cuidar a família na comunidade. *Revista de Enfermagem Referência*, VI Série, 1, 1-8. doi.org/10. 12707/rv21073
- Hanson, SM (2004). *Enfermagem de cuidados de saúde à família: teoria, prática e investigação*. 2.^a ed., Lusociência, p.181-206
- 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. <https://doi.org/10.37914/riis.v5i1.19112>.
- Santos, I., Figueiredo, H. e Santiago, M. (2022). Transformações Sociais e Complexidade Interacional. In M.H. Figueiredo (Ed.), *Enfermagem de Saúde Familiar* (p. 98-102). Lidel