

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[70859995232] Relação de Ajuda e Comunicação [70859995232] Helping Relationship and Communication		
Plano / Plan:	PLANO CPGCPFV - A PARTIR DE 2022/2023		
Curso / Course:	Pós-Graduação em Cuidados Paliativos e Fim de Vida		
Grau / Diploma:	Pós-Graduação		
Departamento / Department:	ENFERMAGEM		
Unidade Orgânica / Organic Unit:	ESCOLA SUPERIOR DE SAÚDE DE VISEU		
Área Científica / Scientific Area:	Saúde - programas não classificados noutra área de formação		
Ano Curricular / Curricular Year:	1		
Período / Term:	S1		
ECTS:	2		
Horas de Trabalho / Work Hours:	0275:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0120:00	(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

[5053] Sofia Margarida Guedes De Campos Salvado Pires

Outros Docentes / Other Teaching

[504031] José Carlos Bermejo

Learning Outcomes of the Curricular Unit

Identify the basic elements of the human communication process
Describe the communicational and emotional competencies that promote efficiency in verbal and non-verbal communication
Explain communication strategies in particular situations throughout the life cycle in Palliative Care

Syllabus

Verbal and non-verbal / para-verbal communication
The communicational value of behavior;
Factors promoting efficiency in verbal and non-verbal communication
Techniques that facilitate communication
The therapeutic relationship between health professional / user / family
Communicational and emotional competences: personal; interpersonal; instrumental
Communication as a therapeutic tool in the identification of emotional and spiritual needs
Communicating Bad News in Palliative Care: Models and Protocols
The difficult news: how to talk about loss and death
Non-therapeutic communication techniques: The conspiracy of silence
Dignity therapy: protocol of guiding questions of dignity therapy
Particularities of Communication throughout the life cycle in people in palliative situations: specific situations (Children, adolescents, adults and older people)

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

The contents of the course are organized in a logical sequence and in an articulated and coherent manner with the defined objectives. These contents, in part, give continuity to the contents taught in the 1st cycle in the context of nursing communication. With the expressed content it is intended to take students in a first part to deepen general concepts in communication, some theories / models of approach to interpersonal communication and then analyze communication in the context of health / therapy and to recognize the importance of communication in the provision care in the satisfaction of the care user. It should be noted that this curricular unit is based on the learning assumptions inherent to the Bologna Process, presupposes the implementation of active and participatory teaching methodologies with the construction of process, structure and result indicators by students.

Teaching Methodologies (Including evaluation)

For the theoretical classes use an expository and interrogative method. Presentation of content, problem solving / case analysis based on nursing practice, exchange of experiences, self-assessment exercises. Theoretical-practical classes are based on the active participation of students with the use of practical exercises, simulation and self-knowledge to exchange professional experiences: data analysis, debate / discussion and reflection. Viewing films with communication problems. Possibility of group work with research and knowledge mobilization and with presentation and debate in the classroom. Assessment: Quantitative from 0 to 20 values $\zeta\zeta$ with 1 Written test with a weight to be defined with the students depending on the existence of group work (preparation, presentation and debate).

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

The strategies will be adapted to the respective syllabus and to the students' development. In addition to the expository method, active methodologies will be privileged, with the participation of students in solving problem situations and their group discussion. Dramatization will be used whenever appropriate. The possibility of carrying out group work will also be an opportunity for students to work in a team developing communicative skills that will be useful for valuing teamwork with professionals. With the final discussion of the themes, a space is created for the development of analytical-reflexive competences, generating more consistent debates, fostering the competence of collaborative learning. This active participation of students is based on the learning assumptions inherent to the Bologna Process and the student will be given the opportunity to debate / argue leading to the active participation of all. In order to promote student integration and raise awareness of the importance of the course unit, in the first class, which is the responsibility of the course unit coordinator, the teachers, students, objectives, skills, program content of the unit will be presented curriculum, bibliography, recommended dates for assessment moments, and teaching methodologies used and discussed with students.

Bibliografia / Bibliography

Campos, S., Pinto, F., Ferreira, M., Cardoso, A. P., Ribeiro, C., Couceiro, P. (2020). Parental attitudes of children without neurodevelopmental disorders and inclusion of children with Special Educational Needs (SEN). TOJET: The Turkish Online Journal of Educational Technology, Special Issue for IETC, ITEC, IWSC & INTE 2020, 219-224. ISSN: 2146-7242
https://repositorio.ucp.pt/bitstream/10400.14/38152/1/2020_11_231_236.pdf

Cardoso, R. M. (Coord.). (2019). Competências clínicas de comunicação . Afrontamento.

Campos S, Coutinho E, Gil N, Cruz C, Cunha M, Amaral O, et al. (2018). Capacitação para a comunicação não-violenta. <http://projects.essv.ipv.pt/msmental/manualeducamente/>

Martins, C., Marques, C., Campos, S., Martins, R., Vieira, M., & Andrade, A. (2018). Resilience in cancer patients: A systematic review of the literature. The European Proceedings of Social & Behavioural Sciences, 82-93.

Martins, C., Campos, S., Martins, R., Vieira, M., Moreira, T., & Ferreira, M. (2018). Quality Of Life And Literacy In Hemodialysis Patient's Health In A. Isman, & A. Eskicumali (eds.), International Conference on New Horizons in Education Conference, International Trends and Issues in Communication & Media Conference, & International Distance Education Conference: Proceedings book (Vol. 1, pp. 456-465). Paris: INTE, IDEC, ITICAM.

Couceiro, A.P., Ribeiro, C., Campos, S. (2019). The Psychological Intervention with young people: Educational Perspective. Archives of Neurology and Neuro Disorders.;2(1): 01-07
<https://www.sryahwapublications.com/archives-of-neurology-and-neuro-disorders/pdf/v2-i1/3.pdf>

Ferreira, M., Silva, D., Pires, A., Sousa, M., Nascimento, M., & Calheiros, N. (2016). Clinical skills and communication in nursing students.

Silva, E., Maia, ML, Silva, D., Rocha, A., Duarte, J (2016). The help relationship in clinical nursing education. Phaneuf, M. (2005). Comunicação, entrevista, relação de ajuda e validação. Loures: Lusociência. Sequeira, C. (Coord.). (2016). Comunicação clínica e relação de ajuda. Lisboa: Lidel.