

**Course Unit: 9500603 – Fundamentals of Health**

Year 1 Semester 1 ISCED Code: 910 ECTS: 2,5

Type of Course Unit: Compulsory Delivery Mode: Face-to-face Language of Instruction: Portuguese

COURSE COORDINATOR: Ana Maria Grego Dias Sobral Canhestro

**HOURS OF WORK**

TOTAL HOURS	Contact Hours								Hours in autonomous work
	Theory	Theory and practice	Practical and laboratory work	Field work	Seminar	Internship	Tutorial guidance	Other	
70	20	8					4		38

Prerequisites (if applicable): Not applicable

**LEARNING OUTCOMES (knowledge, skills and competence)**

It is expected that the student:

- Understand the concept of health and its evolution
- Understand the determinants of health and how they influence health
- Understand the importance of Epidemiology for Nursing
- Learn about some key concepts in Epidemiology
- Learn about the main health indicators and their importance
- Understand the importance of demography for Nursing
- Know the main demographic changes and their repercussions
- Know the organization and functioning of health services in Portugal

**CONTENTS**

- Health Concept Evolution
- Health Determinants
- Epidemiology - Definition, key concepts and their applicability
- Health Indicators
- Natural history of the disease and levels of prevention
- Demography - Definition, key concepts and their applicability
- Major demographic changes and their impact
- Organization of Health Services in Portugal - Historical evolution and present

**DEMONSTRATION OF THE CONTENTS COHERENCE WITH THE COURSE UNIT'S LEARNING OUTCOMES**

The contents are articulated and seek from the simplest to the most complex. After understanding the concept of health and its determinants seeks to understand the contributions of Epidemiology and Demography for nursing practice and understanding health and disease phenomena. Based on previous acquisitions we analyze the Portuguese health system, which will allow the student a supported reflection in order to understand the evolution of health care in Portugal and how, today, it responds to the

population's health needs.

## **TEACHING METHODOLOGIES**

The methodologies are preferentially active through expository and interactive sessions: oral presentation of contents, using audiovisual media, guided search, small group work, case studies and analysis of texts. The evaluation of the contents is initially carried out with a formative form using educational games that occur periodically and looking to synthesize and reinforce learning. At the end there is a test of summative assessment of knowledge. Students will be encouraged from the start to intervene, to question and clarify doubts and to ask questions either in a classroom context or through the E-Learning platform (Moodle) which are also made available to all course support materials

## **DEMONSTRATION OF THE COHERENCE BETWEEN THE TEACHING METHODOLOGIES AND THE LEARNING OUTCOMES**

The methodologies aimed to stimulate the development of skills in students, based on a reflection and critical analysis, properly targeted and framed in theoretical and theoretical-practical lectures. The active participation of students will be critical to achieving the intended learning results so that, given the early stage of the student, we resort to conducting regular educational games (based on one or two thematic blocks) that allow each student to evaluate the evolution of his knowledge, also allowing the group a theoretical and practical overview of the program contents. The teacher takes on the role of learning advisor, providing teaching resources, guiding and moderating student participation. In addition to these times there will be spaces for individual reflection and group within each thematic module, targeted research, case studies and texts.

## **EVALUATION METHODS**

Summative assessment of knowledge takes place through a written exam. In case of failure students also have the possibility of carrying out an examination - normal season. The recourse season is for students who have not performed evaluation in the regular season or have not been successful. There is also the possibility to note improvement.

## **MAIN BIBLIOGRAPHY**

- Biscaia et al. (2008). Cuidados de Saúde Primários em Portugal. Reformar para novos sucessos. (2ª ed.). Lisboa: Padrões Culturais Editora.
- Mausner, J.S.; Kramer, S. (2004). Introdução à Epidemiologia (3ª ed.). Lisboa: Fundação Calouste Gulbenkian.
- Nazareth, J. M. (2004). Demografia, a ciência da população. Lisboa: Editorial Presença.

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