

Course Unit: 9500638 - Community Health Nursing

Year 4 Semester 7 ISCED Code: 913 ECTS: 6,5

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

Language of Instruction: Portuguese

COURSE COORDINATOR: Maria Miquelina da Fonseca Pena

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	
182	61	11	9				9		92

Prerequisites (if applicable): n/a

LEARNING OUTCOMES (knowledge, skills and competence)

it is expected that the student:

- Understands community as a concept
- Comprehends the concepts of health, community health and its evolution
- Is able to identify the determinants affecting health and its perception
- Understands the importance of the multiple areas upon which the nurse can act in a community context
- Knows the organization, operating procedures and evolution of health services in Portugal
- Understands the importance of epidemiology and knows how to use its tools in a community health context.
- Understands and is capable of applying health planning methodologies in multiple contexts

CONTENTS

- Health, well-being and health issues as concepts
- Community and community health as concepts
- The determinants of health
- Community participation models and areas of activity
- Levels and contexts in healthcare services
- Health planning: concept, stages and procedure
- Main transnational, national and regional health policy programme lines
- Epidemiology: concepts and application in a community health context
- Methodologies/work models in community health

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

These syllabus contents are organized in an integrated and comprehensive way, making the process of learning easier. From understanding health as a concept, its determinants and the concept of community, we continue on to learn about what Epidemiology and Health Planning Methods can contribute to nursing and to comprehend the health-sickness phenomena.

Based on this knowledge, transnational health policies will be studied, and the National Health Service will also merit further, more in-depth, study. In this way, the student will have a strong foundation that ables him or her to comprehend, reflect and apply the tools and practices that serve the community health needs.

TEACHING METHODOLOGIES

We favor active methodologies, through interactive, expositive sessions: oral presentations (with audiovisual support), directed research, projects developed in small teams, case analysis, text analysis and seminars.

Additionally, there will be a laboratorial practices component.

Continuous assessment, including a written individual test and a team project.

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

These methodologies aim to stimulate the developing of various skills in the students, basing themselves upon reflection and critical analysis, which will be adequately guided and contextualized during clinical practice. They also promote developing of skills in the students, based on reflection and critical analysis, properly guided and framed in theoretical, theoretical-practical and laboratorial lessons.

Active participation on the part of the students will be decisive to the successful reaching of the learning objectives, and will require that the student constantly recalls previously acquired knowledge and integrates it with the new one. The teacher assumes a guiding role, offering pedagogic resources, guiding and moderating student participation.

Furthermore, there will also be moments of individual and group reflection, integrated in each thematic module, guided research, and case and text analysis.

Students will, from the beginning of the course, be encouraged to intervene, question and clear their doubts and to ask questions both in a classroom context and through the course's E-learning platform (MOODLE), where all the support material for the CU is available,

EVALUATION METHODS

Continuous assessment, including a written individual test and a team project.

MAIN BIBLIOGRAPHY

Stanhope, M. & Lancaster, J. (2011). *Enfermagem de Saúde Pública - Cuidados de Saúde na Comunidade Centrados na População* (7ª ed.). Loures: Lusociência

Imperatori, E. & Giraldes, M.R. (1993). *Metodologia do Planeamento da Saúde*. Lisboa: Edições de saúde da Escola Nacional de Saúde Pública

Pineault, R., Daveluy, C. (1987). *La planificación Sanitária. Conceptos, Métodos, Estratégias*. (2ª ed). Barcelona: Ed Masson. S. A. Salud y Gestion.

Loureiro, I., Miranda, N. (2010). *Promoção da saúde. Dos Fundamentos à Acção*.coimbra. Edições Almedina

Mausner, J.S.; Kramer, S. (2004). *Introdução à Epidemiologia* (3ª ed.). Lisboa: Fundação Calouste Gulbenkian.

Biscaia et al. (2008). *Cuidados de Saúde Primários em Portugal. Reformar para novos sucessos*. (2ª ed.).Lisboa: Padrões Culturais Editora

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