

limb rehabilitation of patients with stroke was conducted in 237 health institutions (n=462 physiotherapists). The total time of recruitment was from August to December 2014.

Results

A total of 179 physiotherapists from 64 different locations in mainland Portugal answered the survey, giving an approximate rate of response of 38.7 %. For this study, 147 responses were eligible for statistical analysis. The average age of respondents was 30.95 (± 7.02) years old and had on average 6.91 (± 6.54) years of experience. For this sample, the first objective for rehabilitation in acute and chronic stroke was to normalize tonus. In 13 questions about scientific fundamentals in rehabilitation of upper limbs post-stroke, the majority of responses in 4 were in disagreement with evidence. Only 3 questions reached a consensus (more than 90 % agreement).

Conclusions

The fundamentals for rehabilitation are the mirror of clinical practice in physiotherapy. It is hard to find agreement among these professionals, and some have contradictory elements according to scientific evidence. It seems to be necessary to alert professionals and future professionals to interventions with supported scientific results.

Keywords

Upper Limb Rehabilitation, stroke, theoretical basis, physiotherapy

P20

When the life-cycle ends: the nurse's confrontation with death

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Background

With the shift of death and dying from home to hospital, in the hospital death process, nurses are inevitably faced with death in their professional context. Accompanying someone at the time of death can be a privilege and an opportunity to give meaning to life, but it is also a time of great exhaustion and emotional overload. It involves having the ability to deal with the suffering of people and one's own emotions, which is not easy at all and for which the nurse was neither professionally nor naturally prepared. Based on this, the question is how the nurse can develop this emotional competence and mobilize it in the context of care, ensuring quality care and a dignified death for patients at the end of life? Objective: To identify and better understand the strategies developed by nurses to deal with the emotional impact of death and dying.

Methods

An integrative literature review with research in the Institutional Repository database of the Portuguese Catholic University and the Portuguese Open Access Scientific Repository.

Results

Rationalization, the situation of denial, forging ahead, avoidance, false security, projective identification, patient relationship severance, focus on routines and technique, team sharing, outside-work activities and family support strategies were identified during this study.

Conclusions

The intense emotional experience of end-of-life care can generate a disproportionate workload and stress with negative consequences, so it is important that nurses develop strategies that help them deal with these experiences and keep their emotional and spiritual health.

Keywords

Nurse, end of life, care, emotions

P21

Nursing students' opinion about the supervision relationship during their first clinical experience

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Background

The first contact with a clinical reality always has a strong impact on students, in so far as it is from this moment that practices developed begin to gain significance. In the context of the relationship that is established between the clinical supervisor and the student it is essential that pedagogical interaction be vested, which is based on a relationship of help in an atmosphere of trust and openness, thus compelling their personal and professional growth. Objective: To identify the skills that Nursing Students most value related to the supervisor-student relationship.

Methods

We chose an ethnographic study within the framework of the qualitative paradigm, in a longitudinal approach according to the logic of the case study. As a data collection technique, we made use of the participants' observations and semi-structured interviews. The study was carried out by a 2nd-year class of a Nursing Course in a Portuguese Nursing Faculty that was undergoing its first clinical experience in a hospital context: 10 weeks in internal medicine and 10 weeks in general surgery.

Results

According to the students' perspective, the supervisory rapport established diverged in relation to the clinical context. It is considered that in the context of medicine, contrary to the context of surgery, the supervisory rapport favoured a relationship of help, listening, trust, respect, commitment, accessibility and development of different areas of know-how.

Conclusions

It was ascertained that the students fundamentally valued the clinical supervisors who had relational and socio-effective skills, and who were able to provide development of positive affect.

Keywords

Nursing Student, clinical education, supervision process

P22

Nursing Relational Laboratory: Pedagogical, dialogic and critical project

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The development of relational skills is a complex and demanding process. For the introduction of new teaching and learning strategies in the Nursing Degree Course, the Nursing Relational Laboratory was developed with the support of the Calouste Gulbenkian Foundation: this is a pedagogical, dialogic and critical project, using sign language, drama and analysis of emotions to develop relational skills. It aims to encourage the development of relational skills of students through active pedagogical action and interactional communication.

Methodology of action research in which the actors are 42 students in the 1st year. Autopsy sessions to perceive relational skills. Use of a control group. Descriptive analysis and content of autopsy and instruments: Interpersonal Relations Inventory; Emotional thermometers, Patient Health Questionnaire, Assertiveness Questionnaire and Self-Efficacy Perceived Scale.