



**SERVIZIO SANITARIO REGIONALE  
EMILIA-ROMAGNA**  
Azienda Unità Sanitaria Locale della Romagna



**ALMA MATER STUDIORUM  
UNIVERSITA' DEGLI STUDI DI BOLOGNA  
CAMPUS DI RIMINI  
SCUOLA DI MEDICINA E CHIRURGIA  
Corso di Laurea in Infermieristica**

UNIVERSITY OF BOLOGNA

RIMINI CAMPUS

DEGREE PROGRAM in NURSING

RIMINI AND CESENA LOCATIONS

# **GUIDE TO TEACHING PROGRAMS**

## **MEDS -24/C**

### **A.Y. 2025/2026**

**1° YEAR**

TEACHING PROGRAM : **General and Applied Nursing Sciences**

*Year of study: First*

*Semester: First*

*Total credits: 7*

Teaching Program	Scientific disciplinary sector	Modules	Professor	Locality/ district	CFU	Hours
<b>General and Applied Nursing Sciences</b>	MEDS - 24/C	<b>Phylogeny and structure of the nursing discipline</b>	Garattoni Denise	RN	3	36
			Spadola Milena	CE		
	MEDS - 24/C	<b>Applied nursing methodology</b>	Gabetti Annalisa	RN	4	48
			Lucchi Casadei Sandra	CE		

TRAINING GOALS	PROGRAM/COURSEWORK	TEACHING METHODS	VERIFICATION METHODS	ITALIAN BIBLIOGRAPHY
<p>The student has to achieve these goals/target: He/she acquires the knowledge of:</p> <ul style="list-style-type: none"> <li>- the historical path of nursing care</li> <li>-The historical path of the birth of the nurse</li> <li>- the phases of the professionalization process</li> <li>- the governmental and non governmental nursing associationism</li> <li>- the ethical and deontological Principles of the nursing profession</li> <li>- The concepts of responsibility</li> <li>- The epistemological aspects of nursing discipline</li> <li>- The informative and operative tools of the nursing care and responsibilities of the nurse in the compilation of the documentation</li> <li>- the phases of the birth and evolution of the national health care service</li> </ul>	<p><b>From the concept of health care to the birth of the nurse</b></p> <ul style="list-style-type: none"> <li>- Hints of health care : evolution of the concept of care and nursing care</li> <li>- Florence Nightingale : thought and works</li> <li>- Birth and development of the nurse in Italy</li> <li>- The evolution of nursing education : role and function</li> </ul> <p><b>The process of professionalization</b></p> <ul style="list-style-type: none"> <li>- The evolution of legislation in the practice of the nursing profession</li> <li>- the concept of profession and professionalization process</li> <li>- Ethical and deontological aspects of the nursing profession</li> <li>- Professional practice : areas of competence and responsibilities</li> <li>- Professional practice: the cooperation with the social health-care operator</li> <li>- The nursing associationism and the professional culture</li> <li>- OPI : professional order nurses</li> </ul> <p><b>Epistemological aspects of the nursing discipline</b></p> <ul style="list-style-type: none"> <li>- Definition of discipline, the paradigms of the nursing discipline</li> <li>- The concept of wellness and disease</li> <li>- The concept of a person according to the biomedical, systemic, holistic approach</li> <li>- Theories - models and concepts of nursing discipline</li> </ul> <p><b>From the scientific method to the nursing care process</b></p> <ul style="list-style-type: none"> <li>- the method of nursing discipline: the scientific method, the problem solving, the nursing care process</li> <li>- the nursing care process and its phases</li> <li>- The initial evaluation according to the Gordon model</li> <li>- The nursing care process and nursing diagnostic taxonomies (NANDA-I, NOC and NIC)</li> </ul>	<p>Interactive frontal teaching methodology</p> <p>(Classroom lessons). Group work and practice exercises for nursing care planning</p>	<p>The assessment of the knowledge acquired by the student is based on 2 tests:</p> <p><b>-written exam</b> with 30 multiple-choice questions for access to the oral exam. The test is considered to be passed from 21 correct answers out of 30.</p> <p>The total agreed time for the written test is 30 '.</p> <p><b>-oral exam</b> to evaluate the degree of deepening of the contents addressed in the program and the ability to link the different contents together. It consists on the oral presentation of two topics, each from a different section of the program, randomly extracted from the student from a list of 15 questions.</p>	<p>Processo infermieristico e pensiero critico – (Nursing process and objective thinking) J.M Wilkinson, 3° Edizione, 2013 Casa Editrice Ambrosiana Milano</p> <p>Principi fondamentali dell’assistenza Infermieristica – ( Fundamental principles of nursing care ) Craven RF, Hirnle CJ Henshaw CM 2019 Bologna, Zanichelli ed Unità 2 capitoli 11-16 [pagg.103-168]</p> <p>Wilkinson J.M., Treas L.S. &amp; Barnett K.L Fondamenti di assistenza infermieristica (Fundamentals of nursing care). Milano, Casa editrice Ambrosiana. Gordon, M., 2009 Diagnosi infermieristiche. Processo e applicazioni ( Nursing diagnoses. Process and applications ). CEA, Milano Herdman, T.H., Kamitsuru, S. &amp; Takào Lopes C. (2021)(a cura di) Diagnosi infermieristiche NANDA-I, Definizioni e classificazione ( NANDA-I nursing diagnoses, definitions and classification ) 2021-2023 12°ed. CEA Milano,</p> <p>Introduzione alle scienze Infermieristiche (Introduction to the nursing sciences) – P.C. Motta, Carocci Fader,</p>

**Informative and operative tools of nursing care**

- The medical record, the nursing record, the integrated medical-nursing record, the computerized record.
- Guidelines, protocols, procedures
- The responsibility of the nurse in the compilation and management of health records

**Birth and evolution of the national health care service**

- from mutuals to NHS
- reorganization of the health discipline
- priority health problems and health needs
- health care system planning
- hints of the national collective labor agreement
- hints of the code of conduct and data protection

2002 Roma

IPASVI  
Collegi provinciali Regione Emilia – Romagna, (2011)  
Autonomia-Competenza-Responsabilità Infermieristica– (Provincial colleges Emilia-Romagna, Region, (2011)  
Autonomy-Competence-Nursing Responsibility-

Codice deontologico delle professioni infermieristiche (Deontological Code of the Nursing Professions ), 2019  
FNOPI – ROMA, Aprile 2019

Il solco dell'assistenza: otto lezioni di storia illustrata dell'assistenza infermieristica dalle origini a oggi (The rut of nursing care: eight lessons in the illustrated history of nursing care from its origins to today ) – M. Negri, S. Montalti, C. Forni - Bonomo Editore, 2021 Bologna

Contents of teaching: **Applied nursing methodology**

TRAINING GOALS	PROGRAM/COURSEWORK	TEACHING METHODS	VERIFICATION METHODS	BIBLIOGRAPHY
<p>The student has to achieve these goals/target:</p> <p>He/She has to possess an understanding of functional health models and know the nursing methodology to respond progressively to the different levels of health care complexity that the person / family / community presents.</p>	<p><b>Process of the nursing care</b></p> <p><b>The relationship in the care process</b></p> <ul style="list-style-type: none"> <li>- The nurse-patient relationship of help</li> <li>- Acquisition of communicative competence in the nursing field ( information to the user)</li> <li>- Admission and discharge of the patient</li> <li>- The medical examination</li> </ul> <p><b>Measurement of vital signs.</b></p> <p><b>In-depth study of the methods and tools for evaluating hemodynamic parameters</b></p> <ul style="list-style-type: none"> <li>- arterial pulse</li> <li>- blood pressure</li> <li>- body temperature</li> <li>- breath frequency</li> </ul> <p><b>Acute and chronic pain.</b></p> <ul style="list-style-type: none"> <li>- Propaedeutic elements of pain physiology.</li> <li>- Pain models: acute and chronic.</li> <li>- Treatment of patients with acute and chronic pain.</li> </ul> <p><b>Body temperature and treatment of it alterations.</b></p> <ul style="list-style-type: none"> <li>- Propaedeutic elements of thermoregulation physiology.</li> <li>- Alterations in body temperature</li> <li>- Treatment of patients with alterations in temperature</li> </ul> <p><b>Body care and hygiene.</b></p> <p><b>Learning the knowledge to apply nursing care to the person with self-care deficit</b></p> <ul style="list-style-type: none"> <li>- social and cultural meaning of body care</li> <li>- alterations in personal care</li> <li>- care treatment of self -care deficit</li> <li>- guiding principles in body care activities</li> <li>- hygiene and body care in the bathroom.</li> <li>- oral and dental hygiene</li> </ul>	<p>Interactive frontal teaching methodology (Classroom lessons).</p>	<p>the assessment of the knowledge acquired by the student is carried out on 2 tests:</p> <p>written test : 25 multiple choice questions, and 5 open questions</p> <p>Oral exam</p>	<p>Trattato di cure Infermieristiche ( Treaty of the Nursing care ). Saiani L., Brugnolli A., Sorbona, Napoli, 2010 Craven RF, Hirnle CJ;</p> <p>Nursing clinico. Tecniche e procedure di Kozier. Berman A. Snyder S. III edizione EDISES, 2019</p> <p>Principi fondamentali dell'assistenza infermieristica (Fundamental principles of nursing ), quarta edizione Ambrosiana, Milano, 2011 Judith M. Wilkinson, Processo infermieristico e pensiero critico (Nursing process and critical thinking, CEA, Milano, 2009, Brunner-Suddart, Infermieristica medico chirurgica, ( Medical-Surgical Nursing ). vol. 1, Ambrosiana, Milano, 2017</p> <p>Fondamenti di Assistenza Infermieristica, concetti e abilità cliniche di base (Fundamentals of Nursing Care, concepts and</p>

**Physical Exercise, mobility and treatment of its alterations.**

**Deepening the correct procedures for the mobilization of the person with impaired physical function.**

**Definitions of concepts: physical activity, physical exercise and functional status, intolerance to activity / physical exercise.**

- Assessment of tolerance to activity / physical exercise.
- Mobility and motor skills: its alterations
- The caring treatment of the main problems of mobility
- **Walking with aids: walking frame, stick and crutches.**
- Positions in bed of the person permanently bedridden, aids and grasps.
- **Procedures: of positioning and transfer**
- Assistance in case of immobilization or hypokinetic syndrome

**Breathing and treatment of its alterations. Deepening the methods and tools to evaluate an altered breathing**

- preparatory elements for breathing
- pathological breaths
- nursing care of the main alterations in breathing .

**Rest, Sleep and night-time nursing assistance.**

**Learning the skills needed to provide assistance to a person with impaired rest and sleep.**

- Sleep assessment, healthcare treatment of the main sleep disorders.
- problems of sleep in the elderly, noise in care settings, night-time assistance.

**Hydro-electrolytic balance, feeding and treatment of Alterations.**

- Deepening the methods and tools to evaluate compromised hydration and nutrition.
- Alterations in hydro-electrolyte balance: dehydration and hypovolemia, excess volume of liquid, fluid overload.
- assessment of the patient's hydration status: the water balance
- the factors influencing nutrition: assessment and evaluation of nutritional status
- Assistance with meals for non-self-sufficient patients
- Nutrition as a therapy

basic clinical skills ), Mc Graw Hill, Milano, 2013

L. Sasso, C. Gagliano, AM.

Bagnasco., Scienze infermieristiche generali e cliniche, terza edizione (General and clinical Nursing science, third edition, ) , Mc Graw Hill, Milano, 2013

- the change in the way of feeding: enteral feeding with SNG, PEG, PEJ.

**Intestinal elimination and treatment of its alterations.**

- constipation and diarrhea.
- fecal incontinence

**Assessment and treatment of constipation, diarrhea, faecal incontinence.**

- Procedures: the enema or evacuative Enteroclysis
- Procedure: manual removal of faeces and a fecaloma

**Urinary elimination and treatment of its alterations.**

**Deepening of the methods and tools for assessing compromised urinary elimination.**

- the main alterations of urinary function: signs and symptoms more frequent in urinary disorders.
- urinary incontinence
- urinary retention

**Assessment and nursing treatment of urinary incontinence, acute and chronic urinary retention**

- Procedure: application of external Catheter (condom).
- Procedure: insertion of short and long- term bladder catheter and closed-circuit system.
- Urinary tract infections associated with bladder catheterization: epidemiology and prevention strategies.
- Procedures: collection of sterile urine samples.

**Treatment of end of life: accompaniment of the person and the family**

- hints of end of life care
- nursing assistance of the patient in the terminal phase.
- death and care of the dead body

**Learning the fundamental concepts and procedures to guarantee the correct application of the therapeutic prescriptions**

- drug and pharmaceutical forms, Naming, classification and sources of drug information.
- responsibility of the nurse in the therapy process.
- The treatment process of drug therapy
- The pharmacological prescription
- distribution and storage systems:

- administration and monitoring of drugs
- administration of drugs through the most commonly used routes: oral way with NGT ( o SNG), injective, intravenous, intramuscular, subcutaneous, intradermal and other ways of administration
- Monitoring of the expected therapeutic effects, calculation skills necessary for the dosage.
- Hints on narcotics and psychotropic substances.

**Surgical patient:**

**Identification of the needs of the person in the pre-operative phase**

- Preparation for the pre-operative phase; the post-operative phase
- surgical wound dressing.
- reception and admission into the operating theatre
- The planning of nursing care in the post-operative phase.

**2° YEAR**

TEACHING PROGRAM : Surgical Medical Nursing

*Academic Year: Second**Semester: First**Total Credits: 5*

<b>Teaching Program</b>	<b>Scientific disciplinary sector</b>	<b>Modules</b>	<b>Professor</b>	<b>Locality/ district</b>	<b>CFU</b>	<b>Hours</b>
<b><i>Surgical -Medical Nursing</i></b>	MEDS - 24/C	<b>nursing of the surgical area</b>	Ottaviani Marco	RN	3	36
			Milandri Susy	CE		
	MEDS - 24/C	<b>nursing of the medical area</b>	Muratori Mattia	RN	2	24
			Senni Marco	CE		

Contents of teaching: **Nursing of the Surgica area**

PREREQUISITES	TRAINING GOALS	PROGRAM/COURSEWORK	TEACHING METHODS	VERIFICATION METHODS	BIBLIOGRAPHY
<p>Knowledge of the subjects of Anatomy and Physiology</p>	<p>The student has to achieve these goals /target : He/She has to reach the knowledge related to the taking in charge of the person/family in the the surgical area knowing it's priority. The student is able to identify, plan and evaluate the assistance interventions and collaborates with the other professional figures in the diagnostic-therapeutic pathways</p>	<p><b>General section</b> <b>Nursing care related to the operating theatre:</b></p> <ul style="list-style-type: none"> <li>- peri-operative care</li> <li>- Medical drainages: types, aim, indications and management</li> <li>- SNG (nasogastric tube): types, aim, indications and management</li> <li>- post-operative complications</li> <li>- artificial nutrition : role of the nurse</li> <li>- intestinal ostomies : types, aims, indications and management</li> <li>- Injury due to malposition</li> <li>- Hypothermia</li> </ul> <p><b>Abdominal surgery</b></p> <ul style="list-style-type: none"> <li>- diagnostic test/screening of the gastrointestinal tract</li> <li>- nursing assistance to the person with:</li> <li>- abdominal hernias</li> <li>- peptic ulcer</li> <li>- gastric cancer</li> <li>- neoplasm of the colon-rectum</li> <li>- diverticulitis</li> <li>- proctological diseases</li> <li>- liver diagnostic tests</li> </ul> <p><b>Nursing care to the person with:</b></p> <ul style="list-style-type: none"> <li>- cholelithiasis</li> <li>- pancreatic cancer</li> <li>- peritoneal cancer</li> <li>- PEG (percutaneous endoscopic gastrostomy).</li> <li>-Neck and chest surgery</li> </ul> <p><b>Nursing care to the person with:</b></p>	<p>Interactive frontal teaching methodology (Classroom lessons).</p>	<p>Oral examination</p>	<p>M.Gulanick, J.Myers "Piani di assistenza infermieristica"( "Nursing care plans" ) CEA</p> <p>Brunner-Suddarth "Infermieristica medico-chirurgica" ("Medical-surgical nursing" ) vol. 1 e 2 CEA</p> <p>Craven Hirnle "Principi fondamentali dell'assistenza infermieristica" ("Fundamental Principles of Nursing" ) vol. 1 e 2 CEA</p> <p>Linee Guida (Guidelines ) ATLS 2014</p>

- thyroid diseases
- laryngeal diseases
- breast diseases
- pneumothorax
- lung cancer

#### **Vascular Surgery**

Nursing care to the person with:

- carotid stenosis
- abdominal aortic aneurysm
- chronic obstructive arterial diseases
- varicose veins of the lower limbs

#### **Emergency surgery**

Nursing care to the person with:

- acute abdomen
- appendicitis
- peritonitis
- bowel obstruction
- pancreatitis
- digestive haemorrhage
- intestinal infarction
- nursing care to the person with:
  - abdominal trauma
  - fracture of the femur and pelvis

#### **Urological surgery**

-diagnostic examinations of the urological apparatus

nursing care to the person with:

- calculoses of the urinary tract
- benign prostatic hypertrophy
  - neoplasm of the prostate , kidney and bladder
- urological ostomy: management and nursing care.
- gynecological surgery
- hysterectomy

Contents of teaching: **nursing of the medical area**

PREREQUISITES	TRAINING GOALS	PROGRAM/COURSEWORK	TEACHING METHODS	VERIFICATION METHODS	BIBLIOGRAPHY
<p>Anatomy of the cardiocirculatory, respiratory, neurological, gastrointestinal and renal system</p> <p>Physiology</p> <p>Management of venous access, oxygen therapy and aerosol therapy</p>	<p>The course aims to develop the ability of the student to plan and manage the nursing care of patients with medical conditions</p>	<p><b>Respiratory pathology</b></p> <ul style="list-style-type: none"> <li>- BPCO (broncho chronic)</li> <li>- obstructive pulmonary disease</li> </ul> <p><b>Cardiovascular pathology</b></p> <ul style="list-style-type: none"> <li>- hypertension</li> <li>- heart failure</li> <li>- acute pulmonary edema</li> </ul> <p><b>Neurological pathology</b></p> <ul style="list-style-type: none"> <li>- ischemic and hemorrhagic stroke</li> <li>- Parkinson's disease</li> <li>- Alzheimer</li> <li>- Delirium</li> </ul> <p><b>Renal pathology</b></p> <ul style="list-style-type: none"> <li>- chronic renal failure</li> <li>- renal biopsy</li> </ul> <p><b>Endocrine and metabolic pathology</b></p> <ul style="list-style-type: none"> <li>- viral hepatitis</li> <li>- liver biopsy</li> <li>- cirrhosis of the liver</li> <li>- type 1 and 2 diabetes</li> <li>- obesity</li> </ul> <p><b>Hints of onco-haematological pathology</b></p> <p><b>Bone marrow biopsy</b></p> <p><b>Immunological pathology</b></p> <ul style="list-style-type: none"> <li>- HIV and AIDS</li> </ul> <p><b>Gastrointestinal pathology</b></p> <ul style="list-style-type: none"> <li>- constipation</li> <li>- chronic intestinal diseases</li> <li>- colonoscopy and gastroscopy</li> <li>- diverticulitis</li> </ul>	<p>Interactive frontal teaching methodology (Classroom lessons).</p> <p>Discussion of clinical cases</p>	<p>Oral and written exam</p>	<p>Brunner-Suddarth "Infermieristica medico-chirurgica" ("Medical-surgical nursing") vol. 1 e 2 CEA, 2017</p>

TEACHING PROGRAM : **Community Nursing Sciences**

Academic Year: *Second*

Semester: *Second*

Total Credits: *5*

Teaching Program	Scientific disciplinary sector	Modules	Professor	Locality/ district	CFU	Hours
<b>Community Nursing Sciences</b>	MEDS - 24/C	<b>Evidence applied to clinical Nursing practice</b>	Biagioli Valentina	RN	1	12
			Annese Federica	CE		
	MEDS - 24/C	<b>Nursing of chronicity</b>	Milandri Susy	RN	2	24
			Sansovini Linda	CE		
	MEDS - 24/C	<b>Nursing of the community</b>	Comanducci Elisabetta	RN	2	24
			Caminati Goria	CE		

Contents of teaching: *Evidence applied to clinical Nursing practice*

TRAINING GOALS	PROGRAM/COURSEWORK	TEACHING METHODS	VERIFICATION METHODS	BIBLIOGRAPHY
<p>The student has to achieve these goals /target :</p> <p>He/She has to: know the decision-making model of EBN (evidence based nursing).</p> <p>- reflect on the practice and identify the areas /fields where there is uncertainty and make questions about them in order to get the right answers.</p> <p>-know the databases, do research in the literature to find those studies which can be of help for getting the right responses to the queries</p>	<ul style="list-style-type: none"> <li>- The Evidence Based Practice paradigm</li> <li>-Definition, methods and tools of EBN</li> <li>-The pyramid of evidence</li> <li>-Secondary sources: reviews and guidelines</li> <li>-Formulate the research question</li> <li>-The PICO model and its variants</li> <li>-Major scientific literature databases (ILISI, - Major scientific literature databases (ILISI, MEDLINE- Pubmed, CINHALL, Cochrane Library, JBI, Scopus, Web of Science, TRIP database, UpToDate)</li> <li>- Transferability of research findings to clinical practice</li> </ul>	<p>Classroom Lesson</p> <p>The lessons will be conducted using the main technological tools (PowerPoint) together with the connection to databases via Proxi Unibo.</p>	<p>By the end of the course, students will be asked to prepare, in groups of five, a written paper based on a format developed by the instructor. The paper consists of formulating a research question on a topic of their choice using the PICO model and conducting a bibliographical search. The paper must be submitted via email to the instructor at least one week before the exam date. Each student will also be asked to select one of the articles retrieved from the bibliographical search and present it orally during the exam, briefly outlining the goals, materials and methods, results, and discussion. Finally, the student will be asked to describe the evidence drawn from the article and its implications for clinical practice.</p>	<p>Chiari, P., Mosci, D., Naldi, E., &amp; Centro Studi EBN (2011). Evidence-based clinical practice: La pratica clinico-assistenziale basata su prove di efficacia (2. ed.). Milano: McGraw-Hill.</p> <p>Polit, D.F., &amp; Tatano Beck, C. (2014). Fondamenti di ricerca infermieristica. Milano: McGraw Hill.</p> <p>Handouts provided by the instructor Further reading material will be provided during the lessons.</p>

TRAINING GOALS	PROGRAM/COURSEWORK	TEACHING METHODS	VERIFICATION METHODS	BIBLIOGRAPHY
<p>The student has to achieve these goals/target.</p> <p>The student must possess the knowledge related to the methodology, to organizational and clinical care models for the taking charge, managing and ensuring the continuity of the assistance in situations of chronicity . At the end of this teaching module the student must have developed the knowledge related to the therapeutic education and also know the resources of the family and the community</p>	<p><b>Definition of chronicity, fragility and disability</b></p> <ul style="list-style-type: none"> <li>- Chronic diseases and their characteristics</li> <li>- Innovative aspects for chronicity management</li> <li>- GNNN system for the assistance planning in chronicity with the use of international taxonomies</li> </ul> <p><b>Organizational and clinical-care models for the taking charge</b></p> <ul style="list-style-type: none"> <li>- The paradigm of waiting medicine (hospitalized citizen) and of initiative medicine ( a model of assistance that meets and helps the citizen before illnesses arise or worsen by focusing on prevention and education).</li> <li>- organizational models : self management , disease management and case management , chronic care model, primary nursing</li> <li>- integrated management of the multidisciplinary team</li> <li>- Concept of empowerment and promotion methods</li> <li>- Principles of the assistance complexity</li> </ul> <p><b>Management and continuity of care in situations of chronicity</b></p> <ul style="list-style-type: none"> <li>- Acute, chronics and protracted needs</li> </ul>	<p>Classroom Lesson</p>	<p>Oral examination</p>	<p>Brunner Suddarth                      “Infermieristica medico – chirurgica” (Medical-surgical nursing ) vol. 1 e 2 Casa Editrice Ambrosiana, Milano; 2006; terza edizione</p> <p>Santullo “Le scale di valutazione in sanità” ( The evaluating scales in healthcare ) Casa Editrice mc graw hill 2009</p> <p>M.Baccini, R. Berardi,N. Marchionni, M.Paci “Riabilitare la persona anziana” ( Rehabilitating the elderly person ) Casa Editrice Elsevier</p> <p>Manuale delle procedure Infermieristiche ( Nursing Procedures Manual ) – 2° edizione minerva medica – S. Agosta</p> <p>M. Mongardi “l’assistenza all’anziano”( Assistance to the elderly) Casa editrice Mc Graw Hill</p> <p>Ministero della salute, Direzione generale della</p>

<ul style="list-style-type: none"> <li>- Hospital and territory's integration (home care, health houses, community hospitals)</li> <li>- Care pathways and nursing skills within the care network: PDTA, multi-professional networks, Intermediate care, Focus on the hospital-territory continuity of care (NUCOT)</li> <li>- The services and activities guaranteed by the National Health Service: Essential Levels of Assistance (LEA)</li> <li>- Care pathways in the elderly person with fracture of the femur and in the spinal cord injury person; support devices and aids</li> <li>- Palliative care: tools and processes of care evaluation</li> <li>- Tools for assessing the care of fragile patients: Braden, Barthel, Brass, IADL, Morse, BINA scales</li> </ul> <p><b>Therapeutic Education</b></p> <ul style="list-style-type: none"> <li>- Skills and responsibilities of the nurse in therapeutic education</li> <li>- Pedagogical approach to ETP (therapeutic education)</li> <li>- The phases of the educational process: methodology and application</li> </ul> <p><b>Knowledge of family and community's resources</b></p> <ul style="list-style-type: none"> <li>- The ICF classification (International classification on functioning, disability and health)</li> <li>- Effective relational models for functional relationships</li> </ul>			<p>programmazione sanitaria "Piano nazionale delle Cronicità" ( Ministry of Health, General Directorate of the Programming health" Chronicity's National Health Plan " maggio 2016</p> <p>NANDA International DIAGNOSI INFERMIERISTICHE definizioni e classificazione ( Nursing Diagnosis definitions and classifications ) 2018-2020 – Casa Editrice Ambrosiana, Milano 2018</p> <p>Marjory Gordon DIAGNOSI INFERMIERISTICHE Processo e applicazioni ( Nursing Diagnosis Process and applications )– Casa Editrice Ambrosiana, Milano 2013</p> <p>J. McCloskey Dochterman, G. M. Bulechek CLASSIFICAZIONE NIC DEGLI INTERVENTI INFERMIERISTICI ( NIC classification of nursing interventions )- Casa Editrice Ambrosiana, Milano 2013</p> <p>S. Moorhead, M. Johnson, M. Maas CLASSIFICAZIONE NOC DEI RISULTATI</p>
--	--	--	--

INFERMIERISTICI ( NOC  
classification of nursing's  
results ) - Casa Editrice  
Ambrosiana, milano 2013

Piano Nazionale prevenzione  
( National Prevention  
Plan )2016- 2018 legge n°  
135/2012; regolamento n°70  
del 2 aprile 2015

ISTAT, sistema informativo  
anziani Popolazione e famiglie,  
stili di vita e  
salute, indicatori demografici  
( Elderly information system .  
Population and families,  
lifestyles and heath,  
demographic indicators ) 2017

M. Koloroutis, a cura di: "CURE  
BASATE SULLA  
RELAZIONE"( Relationship  
based cares ), Casa Editrice  
Ambrosiana, Milano, 2015

P. Chiari, A. Santullo;  
"l'Infermiere  
Case Manager", Edizioni Mc  
Grow Hill, seconda edizione,  
Milano 2011

J. Francois d'Ivernois; R.  
Gagnayre "Educare il

Paziente" ( Educating the patient ), seconda edizione, Edizioni McGraw-Hill, Milano, 2006

A. Ferraresi; R. Gaiani; M. Manfredini "Educazione Terapeutica" ( Therapeutic education ) , Edizioni Carocci Faber, Roma, 2006

legge n°24 dell'8 marzo 2017  
G. Nebuloni: "Assistenza infermieristica alla persona anziana" ( Nursing care for the elderly ), seconda edizione, Casa Editrice Ambrosiana, Milano 2017.

B. L. Yoost, Lynne R. Crawford:  
" . Mappe concettuali per l'assistenza infermieristica" ( Conceptual maps for Nursing care ), Casa Editrice Ambrosiana, Milano 2018.

<http://assr.regione.emiliaro magna.it/it/eventi/2013/frat turafemore/interventi-dei-relatori>

<http://www.quadernidellasalute.it/im>

gs/C\_17\_pagineAree\_3685\_listaFile\_it

emName\_5\_file.pdf

			<a href="http://www.salute.gov.it/portale/temi/p2_6.jsp?lingua=italiano&amp;id=3764&amp;area=curePalliativeTerapiaDolore&amp;menu=cure">http://www.salute.gov.it/portale/temi/p2_6.jsp?lingua=italiano&amp;id=3764&amp;area=curePalliativeTerapiaDolore&amp;menu=cure</a> <a href="http://salute.regione.emilia-romagna.it/documentazione/materiale-informativo/schedeinformative/cure-palliative">http://salute.regione.emilia-romagna.it/documentazione/materiale-informativo/schedeinformative/cure-palliative</a>
--	--	--	--

Contents of teaching: ***Nursing of the community***

TRAINING GOALS	PROGRAM/COURSEWORK	TEACHING METHODS	VERIFICATION METHODS	BIBLIOGRAPHY
<p>The student has to achieve these goals /target</p> <p>He has to reach the knowledge related to the epidemiological aspects, the methodologies and models of intervention for the promotion of health, health education for the individual and the community.</p>	<ul style="list-style-type: none"> <li>- Health as a dynamic, individual, multidimensional and social process in the current demographic, social, legislative and health policy scenarios.</li> <li>-Public health models and reference figure</li> <li>- health care education , prevention, screening and vaccines</li> <li>- family, community, prison 's nurses ( the healthcare</li> </ul>	<p>Interactive frontal teaching methodology (Classroom lessons). Use of the virtual platform for sharing teaching materials and attachments provided by the teacher</p>	<p>Written test with open and closed questions ( Rimini )</p> <p>Oral Test ( Cesena )</p>	<p>Pellizzari M., L'infermiere di comunità: dalla teoria alla prassi ( The community nurse: from theory to practice ), Mc Graw-Hill, Milano 2008</p> <p>Ferraresi. R. Gaiani. M. Manfredini. Educazione terapeutica ( Therapeutical Education) . Carocci Faber, 2004</p> <p>Marmot M, La salute disuguale. Il pensiero scientifico-co</p>

assistant of the family,  
community, prison).

- Culture, health and wellness

- Health Literacy

( Unequal heath. Scientific  
thinking ), 2016

Mortari I., Filosofia della  
Cura ( Care's Philosophy),  
Raffaello Cortina  
Editore, 2015

J.F. D'Ivernois. R. Gagnayre.  
Educare il paziente . Un  
approccio pedagogico  
( Educating the patient. A  
pedagogical approach ). Mc  
Graw-Hill,2004

Signorelli C., Igiene e sanità  
pubblica per scienze  
infermieristiche e altre  
Professioni Sanitarie ( Hygiene  
and public health for nursing  
sciences and other health  
professions ), SEU Società  
Editrice Universo, Roma, 2021

Scalorbi S, Longobucco Y,  
Trentin A, Infermieristica  
preventiva, di famiglia e di  
comunità ( Preventive, family  
and community nursing ),  
McGraw-Hill, Milano, 2022  
Saiani L., Brugnolli A.,

Trattato di Cure  
Infermieristiche ( Nursing  
Care's Treaty ), III edizione  
Volume I capitolo 4, Sorbona,  
2021

TEACHING PROGRAM : ***Clinical Science of the infant-maternal area***

*Academic Year: Second*

*Semester: Second*

*Total Credits: 3*

Teaching Program	Scientific disciplinary sector	Modules	Professor	Locality/ district	CFU	Hours
<b><i>Clinical Science of the infant-maternal area</i></b>	MEDS - 24/C	<b>nursing of the infant-maternal area</b>	Solaroli Manuela	RN	3	36
			Spiga Martina	CE		

Contents of teaching: *nursing of the infant-maternal area*

TRAINING GOALS	PROGRAM/COURSEWORK	TEACHING METHODS	VERIFICATION METHODS	BIBLIOGRAPHY
<p>The student has to achieve these goals/target. He/She has to reach the knowledge related to the child care, help the family with the taking charge of the child and recognize the priority health problems of the infant-maternal area. The educational and preventive aspects are of primary importance in this area. The student has to be able to identify, plan and evaluate the assistance interventions and collaborates with the other professionals in the diagnostic-therapeutic pathways and in the educational project.</p>	<p><b>Obstetrical-gynecological area</b></p> <ul style="list-style-type: none"> <li>- Birth Path</li> <li>- Definition of: physiological pregnancy, pregnancy at risk</li> <li>- Nursing care to the woman with: gestational diabetes and gravid hypertension, detachment of placenta and placenta previa, twin pregnancy, maternal-fetal incompatibility, premature rupture of the membranes (PROM), miscarriage, voluntary interruption of pregnancy ( IVG).</li> <li>- Neonatal care in the delivery room: APGAR index, extrauterine adaptation, early breast feeding .</li> <li>- Diagnostic and prenatal screening : trisomi 18-21, neural tube defects</li> <li>- cord blood donation, Rooming in, postpartum depression, inflammatory diseases of the breast.</li> </ul> <p><b>Pediatric- neonatal area</b></p> <ul style="list-style-type: none"> <li>- Nursing care to the healthy newborn, hygiene of the skin and navel, neonatal screening, neonatal jaundice, breastfeeding and artificial, discharge of the newborn, education of the family on the management of the newborn at home, sudden infant death Syndrome SIDS</li> <li>- Classification of the newborns</li> <li>- Nursing care to the newborn at term in neonatal intensive care unit, respiratory diseases, jaundice, hypoxic ischemic encephalopathy, hypoglycemia,</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom lessons</li> <li>-Tutorials on the proportions for the administration of drugs</li> <li>-Exercises on clinical cases</li> </ul>	<p>Written and oral assessment of the knowledge acquired. The overall time agreed for the carrying out the test is of 15 minutes for the written one, which includes the calculation of a pharmacological proportion and 10 minutes for the oral presentation.</p> <p>It is possible to access the oral test after passing the written test.</p> <p>The assessment will be based on the analysis of a clinical case, in which the student will have to define and develop the main nursing diagnoses, describing the nursing interventions and the expected outcomes</p>	<p>“Con ragione e sentimento . Le cure neonatali a sostegno dello sviluppo” ( With reason and feeling. Neonatal care to support development ).Grazia Colombo Biomedica, 2011</p> <p>“Assistenza infermieristica in pediatria” ( Nursing care in pediatrics ). Seconda edizione. P. Badon, S. Cesaro. Casa editrice Ambrosiana 2015.</p> <p>“Assistenza infermieristica e ostetrica in area materno-infantile” ( Nursing and Midwifery care in the maternal and child area ). Seconda edizione . P. Di Giacomo, L.A. Rigon. Casa editrice Ambrosiana. 2016</p> <p>Diagnosi infermieristiche NANDA-I, definizioni e classificazione. ( NANDA-I nursing diagnoses, definitions and classification ) 2021-2023. T. Heather Herdman, Shigemi Kamitsuru. 2021 Calcoli e dosaggi farmacologici. La responsabilità dell'infermiere ( Calculations and pharmacological dosages. Nurse’s responsibility ). G. Ledonne, S. Tolome</p> <p>“Diagnosi infermieristiche con NOC e NIC” ( NOC and NIC nursing diagnoses ).J. M. Wilkinson. Casa editrice Ambrosiana 2017</p>

seizure (convulsion ), presence of bacteria or micro organisms in the blood (sepsis), born from a diabetic woman, alcoholic, smoker and toxic addict

- Nursing care to the premature infant in neonatal intensive care , physiological characteristics, monitoring of risks and possible complications, characteristics of environment of care, the care and the N.I.D.C.A.P., postural care and cutaneous containment, assistance to the newborn in the incubator, ROP, NEC, BDS, evaluation and control of pain, communication, involvement and support to the family of the premature neonate, milk bank
- Nursing care to the child, Family-centered care, reaction of the child to hospitalization, card (charter) of the rights of the child in the hospital, characteristics of pediatric wards, main pathologies of the respiratory system, gastroenteritis, fever and febrile convulsions, head trauma, burns, type 1 diabetes, abuse and mistreatment, assessment and control of pain
- Nursing management of drug therapy in neonatal and pediatric fields, dilution of drugs, calculation of drug dosage and administration of therapy
- Management of vascular systems
- surgical path
- Assistance to the oncohaematological child and to the one with haemophilia
- Planning of nursing care on clinical cases

«Piani di assistenza infermieristica» ( Nursing care plans ). M.Gulanik, J. L. Myers. Casa Editrice Ambrosiana. 2016

“Infermieristica in area materno-infantile” ( Nursing in the maternal and child area ) .G. Marchioni, S. Salerno, S. Scalorbi, P. Quarella. Mc Graw Hill., 2014

“Diagnosi Infermieristiche. Definizione e classificazione ( Nursing Diagnoses. Definition and classification ) 2018-2020”. Decima edizione. Casa editrice Ambrosiana. B. H. Quigley, M. L. Palm, et al.

«Valutazione per l’assistenza infermieristica» ( Assesment for Nursing care ). B.Hogan-Quigley, M.L. Palm, L. Bickley Casa Editrice Ambrosiana. 2017

“Mappe concettuali per l'assistenza infermieristica. Casi clinici per migliorare la comunicazione, la collaborazione e l'assistenza”( Conceptual maps for nursing. Clinical cases to improve communication, collaboration and assistance. ). B. L. Yoost. Casa editrice Ambrosiana. 2018

“Saturazione sensoriale : semplice ed efficace contro il dolore procedurale del neonato” ( Sensory saturation: simple and effective against procedural pain in newborns ).C. V. Bellieni, M. G. Alagna, G. Buoncore. . Dipartimento di Pediatria, Ostetricia e Medicina Riproduttiva, Università di Siena.

“Il trattamento specifico con emla in pediatria” ( Specific treatment with emla in pediatrics ). Infermiera C. Biavati. Ospedale Sant’Orsola Malpighi.

“Promozione dell’uso di latte materno nelle unità di tin ed accesso dei genitori ai reparti”. Raccomandazione congiunta di tavolo tecnico operativo interdisciplinare...ministero della salute (Promotion of the use of breast milk in nursing units, parental access to wards". Joint recommendation of the interdisciplinary technical operational table...Ministry of Health .

“Ridurre il dolore da prelievo capillare nel neonato: confronto tra 6 dispositivi pungidito "Reducing pain from capillary sampling in newborns : comparison between 6 lancet devices)". G.Ballardini, A. Spruzzola, L.Boneschi, R.Visentin, L.Boscardini, M.Barbaglia, A.Guala. Ped. Med. Chir. (Med. Surg. Ped.), 2012, 34: 182-185

“Protocollo di individualized Family-centered developmental care secondo il metodo NIDCAP (ALS, H., 2000)". A cura di : N. Bertoncelli,

Gravidanza fisiologica ( Physiological pregnancy ). Aggiornamento 2011. Linee Guida nazionali

(www.snlg-iss.it)

“L’allattamento al seno: protezione ,  
incoraggiamento e sostegno.  
L’importanza del ruolo dei servizi per la  
maternità” (Breastfeeding: protection,  
encouragement and support. The  
importance of the role of maternity  
services

).Dichiarazione congiunta OMS/UNICEF  
( Joint WHO/UNICEF statement ).

Novembre 2008.

“Gli infermieri e la libertà di coscienza”  
Nurses and freedom of conscience ).

Giovanni Modesti, IO INFERMIERE  
n°4/2009

“Il bravo infermiere secondo i bambini -  
cosa si aspettano da noi i nostri piccoli  
pazienti? Il punto di vista dei bambini:  
cosa serve per essere un buon  
infermiere pediatrico?” (The good nurse  
according to children - what do our little  
patients expect from us? Children's  
point of view: what does it take to be a  
good pediatric nurse? ) Randall D, brook  
G, stammers P, "how to make good chil-  
dren's nurses: children's view" Paediat-  
ric Nursing 2008; 20(5): 22-25

“VIRUS RESPIRATORIO SINCIZIALE (VRS)  
- PROFILASSI CON PALIVIZUMAB”  
(RESPIRATORY SYNCITIAL VIRUS (RSV) -  
PROPHYLAXIS WITH PALIVIZUMAB ).MC.  
Molinari, E. Della Casa, A. Berardi,  
Ottobre 2008

Relazione del Ministro della Salute sulla  
attuazione della legge contenente  
norme per la tutela sociale della  
maternità e per l’interruzione volontaria  
di gravidanza (legge 194/780) (Report of  
the Minister of Health on the

			<p>implementation of the law containing rules for the social protection of maternity and for the voluntary termination of pregnancy ).Dati definitivi 2019 e provvisori 2020</p> <p>Raccomandazioni del Tavolo Tecnico Operativo Interdisciplinare sulla Promozione dell'Allattamento (TAS), delle Società scientifiche, degli Ordini e delle Associazioni professionali. Ministero della Salute ( Recommendations of the Interdisciplinary Technical Operational Table on the Promotion of Breastfeeding (TAS), in collaboration with scientific societies, professional orders and associations. Ministry of Health ).</p> <p>Indicazioni ad interim per gravidanza, parto, allattamento e cura dei piccolissimi di 0-2 anni in risposta all'emergenza COVID-19. interim indications for pregnancy, childbirth, breastfeeding and care of very young children aged 0-2 years in response to the COVID-19 emergency. ). Aggiornamento del Rapporto ISS COVID-19 n. 45/2020 PRONTUARIO TERAPEUTICO PEDIATRICO REGIONALE (REGIONAL PEDIATRIC THERAPEUTIC HANDBOOK ), Regione Emilia Romagna.</p>
--	--	--	---

**3° YEAR**

TEACHING PROGRAM : **Mental health sciences**

*Year of Study: Third*

*Semester: First*

*Total Credits: 2*

Teaching Program	Scientific disciplinary sector	Modules	Professor	Locality/ district	CFU	Hours
<b><i>Mental health sciences</i></b>	MEDS - 24/C	<b>Nursing of mental health</b>	Pierboni Lara	RN	2	24
			Floris Romina	CE		

Contents of teaching: *Nursing of mental health*

PREREQUISITES	TRAINING GOALS	PROGRAM/COURSEWORK	TEACHING METHODS	VERIFICATION METHODS	BIBLIOGRAPHY
Knowledge of the signs and symptoms of the main psychiatric pathologies	<p>The student has to achieve these goals/target.</p> <p>He/She has to reach the knowledge related to the care of the person and the family in the context of specific priority health problems with particular regard to the preventive, rehabilitative and educational aspects also within the community. The student develops the therapeutic relationship. He /She is able to identify , plan and evaluate assistance interventions collaborating with the other professional figures in the diagnostic-</p>	<ul style="list-style-type: none"> <li>- Mental illness: epidemiological, historical and legislative aspects.</li> <li>- Evolution of the nursing profession in the pathological addictions and mental health services.</li> <li>- The department of mental health and pathological addictions.</li> <li>- The main models of reference in the psychiatric field. The bio-psycho-social paradigm in the psychiatry of community: psychiatric rehabilitation and the concept of recovery.</li> <li>- The classification of mental disorders.</li> <li>- The nursing process in the field of mental Health and pathological addictions.</li> <li>- Care planning applied to the main clinical cases: mood disorders, psychotic disorders and anxiety disorders.</li> </ul>	<p>Interactive frontal teaching methodology (Classroom lessons).</p> <p>Analysis of clinical cases</p>	<ul style="list-style-type: none"> <li>- Oral Test</li> <li>- Evaluation of the clinical case prepared by the student</li> </ul>	<p>Andews G. Hunt C. Jarry M. Morosini P. Roncone R.Ribaldi G., Disturbi mentali. Competenze di base, strumenti e tecniche per tutti gli operatori (Mental disorders. Basic skills, tools and techniques for all operators ), Ed. Centro Scintifico Editore, Torino 2004</p> <p>Barelli P., Spagnoli E., Nursing di salute mentale ( Nursing of mental health ), Carocci Faber, Roma, 2004.</p> <p>Carozza P., Principi di riabilitazione psichiatrica (Principles of psychiatric rehabilitation ), Ed. Franco Angeli, Milano 2006.</p> <p>Chiari P. Santullo A., L'infermiere case manager dalla teoria alla prassi (The nurse case manager from theory to practice ), Ed. McGraw Hill,</p>

therapeutic pathways

- Responsibilities and specific skills of the nurse in pathological addictions and mental health services.
- Taking charge of the person with mental disorder : the role of the team and case manager.
- The helping relationship and the concept of Empowerment.
- Principles of nursing in aggressive behaviors, suicidal behaviors and in substance's abuses. Collaborative problems in the use of psychotropic drugs.

Milano 2011

Sasso L., et al., Infermieristica generale e clinica per problemi prioritari di salute (General and clinical nursing for priority health problems ), McGraw Hill, Milano, 2003

Straticò E. L'empowerment e i servizi di salute mentale .

Manuale per gli operatori (Empowerment and mental health services.

Operators manual ). Ed. CIC Edizioni internazionali, Roma 2009.

Tacchini M.G., Professione infermiere nei servizi psichiatrici (Nurse profession in psychiatric services ), Masson, Milano 1998.

Andrews G. Hunt C. Jarry M. Morosini P. Roncone R. Ribaldi G., Disturbi mentali. Competenze di base, strumenti e tecniche per tutti gli operatori (Mental disorders. Basic skills, tools and techniques for all operators ), Ed. Centro Scientifico Editore, Torino 2004

Badon P., Palumbo C., Saluzzi S. Assistenza infermieristica in salute mentale - Pianificazione assistenziale con NANDA - I, NOC e NIC. 2023. Casa Editrice Ambrosiana.

TEACHING PROGRAM : **Critical area Sciences**

*Academic Year: Third*

*Semester: First*

*Total Credits: 4*

Teaching Program	Scientific disciplinary sector	Modules	Professor	Locality/ district	CFU	Hours
<b>Critical area Sciences</b>	MEDS - 24/C	<b>Ethics and deontology</b>	Tenti Ilenia	RN	2	24
			Grisanti Erica	CE		
	MEDS - 24/C	<b>Nursing of the critical area</b>	Colamaria Nicola	RN	2	24
			Paci Giulia	CE		

Contents of teaching: **Critical area Sciences**

PREREQUISITES	TRAINING GOALS	PROGRAM/COURSEWORK	TEACHING METHODS	VERIFICATION METHODS	BIBLIOGRAPHY
	<p>The student has to achieve these goals/target. He/She must develop the skills to plan and manage the nursing care of a critical patient</p>	<ul style="list-style-type: none"> <li>- Concept of critical area : Nursing care in critical area;</li> <li>- The extra hospital emergency: legislative references and the main regional algorithms;</li> <li>- Organizational aspects of the intra and extra hospital emergency; the triage process;</li> <li>- Nursing care to the person with polytrauma;</li> <li>- Nursing care to the person with shock;</li> <li>- Nursing care to the person with : SCA, stroke, pulmonary embolism, acute pulmonary edema, acute BPCO, and acute renal failure;</li> <li>- Neurological, haemodynamic and respiratory Monitoring, EGA</li> </ul>	<ul style="list-style-type: none"> <li>- Interactive frontal teaching methodology (Classroom lessons).</li> <li>- Discussion of clinical cases.</li> <li>- Use of specific videos and movies</li> </ul>	<ul style="list-style-type: none"> <li>- Written test with open and closed answers</li> <li>- time 30/60 minutes</li> </ul>	<p>M.g. Balzanelli, A. Gullo Manuale di medicina di Emergenza e Pronto Soccorso (Manual of Emergency Medicine and First Aid ). III edizione CIC Edizioni internazionali</p> <p>Roberto, Cosentini, Stefano Aliberti , Anna Maria Brambilla ABC della ventilazione meccanica non invasiva in urgenza (ABC of non-invasive mechanical ventilation in emergency situations ). 2° edizione Ed McGraw Hill</p> <p>G.D. Giusti, M.Benetton Guida al monitoraggio in Area Critica (Guide to monitoring in Critical Areas ) Maggioli Editore <a href="http://www.aniarti.it">www.aniarti.it</a> <a href="http://www.intensiva.it">www.intensiva.it</a> <a href="http://www.simeu.it/lineeguida.html">www.simeu.it/lineeguida.html</a></p>

Contents of teaching: **Ethics and deontology**

PREREQUISITES	TRAINING GOALS	PROGRAM/COURSEWORK	TEACHING METHODS	VERIFICATION METHODS	BIBLIOGRAPHY
<p>Contents of the teaching of phylogeny and structure of the nursing discipline.</p> <p>Knowledge of the deontological code of the nurse 2009</p>	<p>The student has to achieve these goals/target.</p> <p>He/She has to be able to highlight the ethical issues in situations present in clinical practice and use ethical and deontological references;</p> <p>The student has also to be able to apply the ethical principles and the professional values in the relationship with the person assisted, with colleagues and in the different operating settings.</p>	<p><b>The professional responsibility from the application of the rules to ethical and deontological principles.</b></p> <ul style="list-style-type: none"> <li>- Contents, methods and tools in nursing responsibility in treating, caring for and assisting the person.</li> <li>- Regulatory references founding the professional responsibility of the nurse.</li> <li>- The deontological codes, with particular reference to the contents of the deontological code of the nursing professions 2019 and of the code of ethics ICN: analysis of values and principles and their meaning in clinical practice.</li> </ul> <p><b>Ethics and Bioethics</b></p> <ul style="list-style-type: none"> <li>- The main approaches to ethics, the classical ethical theories and the ethical principles for the decision making in the conflict/ethical dilemma.</li> <li>- Methodology and tools for ethical analysis and the decision-making process in nursing practice between the position of the professional and the autonomy of the assisted person.</li> <li>- The current epistemological debate in bioethics, its influences on the life sciences and in particular on the</li> </ul>	<p>Interactive frontal teaching methodology (Classroom lessons) on the main theoretical contents.</p> <p>Analysis of cases and problems through classroom-led work and/or group works with review and integration in plenary sessions.</p>	<p>The assessment within the integrated course provides two tests:</p> <ul style="list-style-type: none"> <li>- Ethical analysis of a clinical case according to the methodology experimented in the classroom.</li> <li>- five open questions on the contents of the course (related to the code of ethics, normative references, ethical principles, ethics of nursing, end-of-life decisions, application of ethical principles or other specific topics) with a time available of 30 minutes for the first trial and 30 minutes for the second.</li> </ul> <p>The evaluation is in thirtieths for each test and each test must reach at least 18/30 to be considered passed.</p>	<p>Fry S T &amp; Johnstone M.J. (2004) Etica per la pratica infermieristica (Ethics for nursing practice ), Casa editrice Ambrosiana Milano</p> <p>Cattorini P (2011) Bioetica. Metodo e elementi di base per affrontare problemi clinici (Bioethics. Method and basic elements for addressing clinical problems ). Elsevier Milano</p> <p>Mortari L &amp; Saiani L (2013) Gesti e pensieri di cura (Gestures and thoughts of care ). Mc Graw Hill Milano</p> <p>Sala R.(2003) Etica e Bioetica per l'infermiere (Ethics and Bioethics for the nurse ) -capitoli 1,2 e 3 Carrocci editore Roma</p> <p>Di Giacomo P, Ferri C, e Franzini a cura di (2011) autonomia, competenza, responsabilità (autonomy, competence, responsibility ) 2° ed. Coordinamento Collegi IPAVSI Regione Emilia Romagna Bologna</p> <p>Sala R. (2014) Filosofia per i professionisti della cura (Philosophy for care professionals ). Carocci Faber Professioni Sanitarie</p>

		<p>beginning and end of life.</p> <ul style="list-style-type: none"> <li>- Ethical aspects of the research and the ethics committees.</li> </ul> <p><b>The Ethics of “care”</b></p> <ul style="list-style-type: none"> <li>- The ethical principles for practice nursing: advocacy, competence, cooperation and caring.</li> <li>- The ethical meaning of the gestures of care.</li> <li>- Care aspects of ethical significance, aimed at promoting and guaranteeing the protection and safety of the patient, his autonomy and his rights.</li> </ul>		<p>The final evaluation is the average of the two tests.</p> <p>The student can request an oral examination to improve one’s evaluation or it can be proposed by the teacher if he/she thinks it is appropriate to facilitate the evaluation of the written test.</p> <p>In the event that the assessment of one of the two tests is insufficient the student can repeat it, in the next appeal, and keep valid only the positive one. (valid only for the calendar year)</p> <p>Alternatively, the assessment may include a written test (5 questions) and an oral test, but it will still be presented and agreed in the classroom with the students.</p>	<p>Fondazione Lanza Metodologia dell'analisi etica dei casi clinici. Il Protocollo della Fondazione Lanza (Lanza Foundation. Methodology of the ethical analysis of clinical cases. Protocol of the Lanza Foundation ). <a href="https://www.fondazioneanza.it/">https://www.fondazioneanza.it/</a></p> <p>Codice deontologico Delle professioni infermieristiche, FNOPI – ROMA, Aprile 2019 (Code of Ethics For Nursing Professions, FNOPI – ROME, April 2019 ) .</p>
--	--	--	--	---	--

TEACHING PROGRAM : **Health Organization and caring processes**

Academic Year: Third

Semester: First

Total Credits: 4

Teaching Program	Scientific disciplinary sector	Modules	Professor	Locality/ district	CFU	HOURS
<b>Health Organization and caring processes</b>	MEDS - 24/C	<b>Introduction to research</b>	Luca Michele	RN	2	24
			Donadel Gaia	CE		
	MEDS - 24/C	<b>Organizational models</b>	Fabbri Cristina	RN	2	24
			Ceccarelli Paola	CE		

PREREQUISITES	TRAINING GOALS	PROGRAM/COURSEWORK	TEACHING METHODS	VERIFICATION METHODS	BIBLIOGRAPHY
<p>Knowledge of the contents of the modules of Evidence applied to the nursing practice and of the statistics and computer laboratory.</p>	<p>The student has to achieve these goals/target.</p> <p>He/She has to acquire knowledge and skills related to the research process and to the main study drawings;</p> <p>He /She must possess tools and methods for choosing the thesis topic and the subsequent elaboration.</p> <p>The student will be able to identify possible problems and research hypotheses in the field of nursing.</p> <p>The student will know how to read, evaluate and use the research for the purposes of its application in nursing practice and the elaboration of ones thesis.</p>	<ul style="list-style-type: none"> <li>- The importance of the research in nursing</li> <li>- Purposes and areas of the nursing research</li> <li>- Identification of the problems from which it is possible to formulate research questions in the field of nursing</li> <li>- Introduction to the degree thesis</li> </ul> <p><b>The research process</b></p> <ul style="list-style-type: none"> <li>- knowledge of the research process and of the main research methods and designs available in the literature.</li> </ul> <ul style="list-style-type: none"> <li>- The research process and its phases</li> <li>- Hypothesis and research's question (PICOS) .</li> </ul> <p><b>The main research drawings and their characteristics</b></p> <ul style="list-style-type: none"> <li>- The research protocol</li> <li>- The research methods</li> <li>- The secondary literature: systematic reviews</li> <li>- The qualitative research</li> </ul>	<p>Interactive frontal teaching methodology (Classroom lessons)</p> <p>Presentation of problems in plenary;</p> <p>individual exercises/in pairs in the computer room.</p> <p>Work in small groups with sharing in plenary.</p>	<p>The assessment, as part of the integrated course, involves :</p> <p>the written development of a research protocol according to a predefined outline shared in class and downloadable under the "Paper Guide" section in the online resources on Virtuale.</p> <p>The paper must be submitted via email to the instructor no later than 15 days after the scheduled exam date for the Cesena campus and no later than 30 days after the scheduled exam date for the Rimini campus.</p> <p>The instructor will communicate the grade on AlmaEsami.</p> <p>A positive assessment of the paper allows access to the written exam, which consists of 15 closed-ended questions. The criteria for evaluating the paper are as follows:</p> <ul style="list-style-type: none"> <li>- completeness of the ten points indicated in the Paper Guide;</li> <li>- ability to summarize;</li> <li>- use of appropriate language, consistency of the research design with the question;</li> <li>- ability to analyze scientific literature;</li> <li>- originality of the topic covered.</li> </ul>	<p>Polit, DF &amp; Beck, CT ( 2018 ) trad it a cura di Palese A. 2° ed. Fondamenti di ricerca infermieristica (Fundamentals of nursing research ). McGraw Hill Milano</p> <p>Chiari P, Mosci D, Naldi E (2011) Evidence-based clinical practice. La pratica clinico-assistenziale basata su prove di efficacia. Mc Graw Hill, Milano</p> <p>Mortari L, Zannini L (2017) La ricerca qualitativa in ambito sanitario Carocci Editore, Roma</p> <p>The chapters of interest of the indicated texts will be shown by the teacher during the lessons .</p> <p>Further bibliographical references e publications will be indicated by teacher during lessons .</p>

		<ul style="list-style-type: none"> <li>- Ethical aspects in research</li> <li>- The use of the research</li> <li>- Reading, evaluating and using the research</li> <li>- Bibliographic research</li> <li>- Critical analysis of a scientific article</li> </ul> <p><b>The research project</b></p> <ul style="list-style-type: none"> <li>- Preparation of a coherent and consistent research project, developing in particular the structure of the literature revision, oriented to the degree thesis</li> <li>- Methodology to develop a literature review report</li> <li>- Elaboration of a summary</li> </ul>		<p>The essay will be evaluated for a maximum of 15 points; a score of 9 or more will be considered sufficient. The written exam will be evaluated for a maximum of 15 points (1 for each correct answer); a score of 9 or more will be considered sufficient. The results of the two tests will be added together to obtain a final grade of 30/30. Honors will be awarded if the paper meets all the criteria indicated in the document and is distinguished by its originality.</p>	
--	--	---	--	---	--

Contents of teaching: **Organizational and management models of assistance**

PREREQUISITES	TRAINING GOALS	PROGRAM/COURSEWORK	TEACHING METHODS	VERIFICATION METHODS	BIBLIOGRAPHY
<p>Main normative references concerning the health profession:</p> <p>Professional profile of the nurse;</p> <p>Deontological code of the nurse 2009, L. 42/1999; L. 251/2001; L. 43/2006.</p> <p>1°-2°-3° Health Reform</p>	<p>The student has to achieve these goals/target :</p> <p>He/She must know and be able to identify the main models of nursing care management and the various organizational possibilities that can affect the quality of the care process</p> <p>The student must acquire knowledge on the overnance and outcomes of the health professions</p> <p>He/She has to know the responsibility in the management and use of the main information tools; nursing folder and assessment scales</p> <p>The student must also know the Nursing Organization, as well as the contractual and management aspects</p>	<ul style="list-style-type: none"> <li>- The Hospital and territorial health organization</li> <li>- The structure of ausl Romagna: the company's Nursing/Technical Management;</li> <li>- hints of accreditation / certification;</li> <li>- The organizational models of assistance: functional and professional such as :case management, CCM, primary nursing, model for intensity/complexity of care;</li> <li>- Intermediate care, Health houses, nucleus of primary care;</li> <li>- Social-health integration;</li> <li>- The components of the organizational models of nursing care: roles and functions, tools for integration, methods and tools for measuring the intensity and complexity of care;</li> <li>- Main aspects of the CCNL ( or National Collective Labor Agreement ) considering the new regulatory aspects;</li> <li>- The concept of professional competence and the supporting tools; the path of the new employee;</li> <li>- The employment relationship in the public sector: access to public fixed-term and permanent employment, the disciplinary responsibility, the evaluation.</li> </ul>	<p>Interactive frontal teaching methodology (Classroom lessons)</p> <p>working groups on specific topics.</p>	<p>Multiple choice test with 16 questions</p>	<p>Santullo A. L'infermiere e le innovazioni in sanità (The nurse and innovations in healthcare ) 2° ed. McGraw Hill Milano, 2005-Cap.9,10</p> <p>Pennini A. Modelli organizzativi in ambito ospedaliero . Innovare con l'intensità di cura e la complessità ssistenziale (Organizational models in the hospital setting. Innovating with the intensity of care and the complexity of care). McGraw Hill Education, 2015-Cap.3, 4</p> <p>Santullo A. Le scale di valutazione in sanità (Rating scales in healthcare )1° ed. McGraw Hill 2009 Milano-Cap. 1</p> <p>Calamandrei C., Orlandi C. - La dirigenza infermieristica. Manuale per la formazione dell'infermiere con funzioni manageriali (Nursing management</p>

- The employment relationship and the main regulatory aspects concerning working hours;
- The continuing education: the state-regions agreement year 2017;

Manual for training nurses with managerial functions ), 2° ed. McGraw Hill, Milano 2015

CCNL Maggio 2018 - National Collective Labor Agreement - Healthcare Sector

Formazione continua- Accordo Stato-Regione Febbraio 2017

L. 151/2001 – Testo unico delle disposizioni legislative in materia di tutela e sostegno della maternità e della paternità .

D.P.R. 2013, N.62 – Codice di comportamento dei dipendenti pubblici .

D.Lgs. 30 marzo 2001, n. 165 – Norme generali sull'ordinamento del lavoro alle dipendenze delle amministrazioni pubbliche .

## ELECTIVE TEACHINGS

INTEGRATED COURSE	Scientific disciplinary sector	Modules	Professor	Locality/district	CFU	hours
PRIMARY HEALTH CARE AND THE CHALLENGES OF THE FUTURE IN MEDICINE	MEDS - 24/C	Telling the Pain: A Journey Through Stories and Voices of Healing	Doctor Martina Borgogelli	RN	2	24
		Primary Health care and territorial assistance	Doctor Marco Senni	RN	2	24

MODULES	TRAINING GOALS	PROGRAM/COURSEWORK	TEACHING METHODS	VERIFICATION METHODS	BIBLIOGRAPHY
<b>Telling the Pain: A Journey Through Stories and Voices of Healing</b>	Understanding the pathophysiological mechanisms of pain transmission. Nursing care for patients with pain, with a focus on non-pharmacological approaches; complementary therapy models. How to describe pain through patient and nurse narratives (reflective writing, narrative time, illness narrative, and treatment narrative). Developing clinical reasoning and care planning for patients with acute/chronic pain in various care settings.	<ol style="list-style-type: none"> <li>1. Introduction to the concept of pain</li> <li>2. The right not to suffer: <ul style="list-style-type: none"> <li>- national and regional legislation</li> <li>- nursing responsibilities</li> </ul> </li> <li>3. Pathophysiology of pain</li> <li>4. Classification and characteristics of acute and chronic pain: pharmacological, non-pharmacological, and complementary approaches</li> <li>5. Nursing care of the person with pain, Specific care characteristics in pain management:: <ul style="list-style-type: none"> <li>o Oncology</li> <li>o In the elderly</li> <li>o Post-operative and procedural</li> <li>o In children and newborns</li> <li>o From trauma</li> <li>o In emergencies</li> </ul> </li> </ol>	frontal lessons, Lectures, visually-supported lessons, interactive clinical case discussions, brainstorming, gaming, debate, professional storytelling, and reflective narration.	Assessment with multiple choice quizzes and open-ended questions	RF Craven C J Hirnle "Principi di fondamentali dell'assistenza infermieristica "Volume 1 capitolo 11; Volume 2  Legge n. 38 del15 marzo 2010.

		<p>o From childbirth</p> <p>6. pain in different care settings (nursing home, hospital, home, hospice)</p> <p>7. Narration of the pain of nurses and patients</p> <p>8. Clinical reasoning and care planning for patients with pain</p>			
<p><b>Primary Health care and territorial assistance</b></p>	<p>Understanding Primary Health Care in order to conceptualize care: a comprehensive approach to all the variables that influence the health of individuals and communities, transcending the purely individual healthcare context. Learning to implement a care model based on the principles of Comprehensive Primary Health Care, promoting the overcoming of fragmentation among the stakeholders involved—both professional and community-based—through the creation of multi-professional, multi-sector, and multidimensional care networks, starting with the involvement of individuals and communities, who are fully responsible for their own health, understood as a well-being. Understanding the roles/functions, strategies, and experiences of nurses in community settings.</p>	<ul style="list-style-type: none"> <li>- Primary Health Care</li> <li>- Health Inequalities</li> <li>- The Socio-Health District health context</li> <li>- Primary Care in the Healthcare Delivery System</li> <li>- Practicing the Community House: ideas for Governance</li> <li>- Territorialization</li> <li>- Community Building: Experiences of Participation and Health (Suburbs in Metamorphosis, the Healing Power of Groups)</li> <li>- Managing Personal Transitions</li> <li>- Intermediate Care and Home Care</li> <li>- Integrated Experimental Units</li> <li>- Which Family and Community Nurse for Which Community? From National Guidelines to Concrete Experiences of Integration with Other Professionals and the Third Sector</li> <li>- The CAREGIVERS: Recognizing, Supporting, and Enhancing Them</li> <li>- Chronic Conditions: Logics and Operational Tools</li> <li>- The Challenge of Care Centers (CRAs)</li> <li>- Digitalization as an Opportunity in Primary Care</li> <li>- Training and Research in Primary Care:</li> </ul>	<p>Frontal Lessons Group work Role playing</p>	<p>The purpose of the exam is to verify the level of achievement of the indicated learning objectives. The exam consists of a written test/project work.</p>	<ul style="list-style-type: none"> <li>- Brambilla A, Maciocco G, Dalle Case della Salute alle Case della Comunità, la sfida del PNRR per la sanità territoriale, Casa Editrice Carrocci Editore.</li> <li>- Borelli A. La formazione in medicina generale, in Portogallo. Salute Internazionale [Internet], 2021. Disponibile all'indirizzo: <a href="https://www.saluteinternazionale.info/2021/02/la-formazione-in-medicina-generale-in-portogallo/">https://www.saluteinternazionale.info/2021/02/la-formazione-in-medicina-generale-in-portogallo/</a></li> <li>- Damiani G, Silvestrini G, Visca M, Bellentani M. Che cos'è l'Assistenza Primaria. In: Gruppo di Lavoro Nazionale PHC della Società Italiana di Igiene, Medicina Preventiva e Sanità</li> </ul>

		The European CIRCE Project			<p>Pubblica. Governare l'Assistenza Primaria: Manuale per Operatori di Sanità Pubblica. Bruno Mondadori; 2016. Disponibile all'indirizzo: <a href="https://www.apirenetwork.it/2016/11/10/che-cosa-e-la-assistenza-primaria/">https://www.apirenetwork.it/2016/11/10/che-cosa-e-la-assistenza-primaria/</a></p> <p>- Del Giudice P, Menegazzi G, Lesa L, Brusaferrero S. Organizzazione distrettuale dei servizi dell'Assistenza Primaria. In: Gruppo di Lavoro Nazionale PHC della Società Italiana di Igiene, Medicina Preventiva e Sanità Pubblica. Governare l'Assistenza Primaria: Manuale per Operatori di Sanità Pubblica. Bruno Mondadori; 2016. Disponibile all'indirizzo: <a href="https://www.apirenetwork.it/2017/05/06/organizzazione-distrettuale-dei-servizi-dellassistenza-primaria/">https://www.apirenetwork.it/2017/05/06/organizzazione-distrettuale-dei-servizi-dellassistenza-primaria/</a></p> <p>- FNOPI. Position</p>
--	--	----------------------------	--	--	--

					<p>Statement. L’Infermiere di Famiglia e di Comunità. Roma. 2020. Disponibile all’indirizzo: <a href="https://www.fnopi.it/wp-content/uploads/2020/09/Position-IFEC-30-settembre.pdf">https://www.fnopi.it/wp-content/uploads/2020/09/Position-IFEC-30-settembre.pdf</a></p> <p>- Scalorbi S, Longobucco Y, Trentin A Infermieristica preventiva, di famiglia e di comunità, McGraw-Hill, Milano, 2022</p> <p>- Vicarelli G., Bronzini M., Sanità Digitale, riflessioni teoriche ed esperienze applicative, casa editrice il Mulino</p>
--	--	--	--	--	---

INTEGRATED COURSE	Scientific disciplinary sector	Modules	Professor	Locality/ district	CFU	hours
<b>THE CARE RELATIONSHIP IN HOSPITALIZED PATIENTS: TAKING CARE OF THE PATIENT ALSO THROUGH THE WELL-BEING OF OPERATORS AND CAREGIVERS</b>	MEDS - 24/C	<b>Nursing care in neurology: Taking care of patient and the caregiver</b>	Doctor Francesca Cervellieri	RN	2	24

MODULES	TRAINING GOALS	PROGRAM/COURSEWORK	TEACHING METHODS	VERIFICATION METHODS	BIBLIOGRAPHY
<p><b>Nursing care in neurology: Taking care of patient and the caregiver</b></p>	<p>By the end of the course, students will have learned the primary needs of neurological patients and the specific needs associated with certain neurological conditions. Students will also understand the specifics and role of nurses in managing neurological patients and will be able to plan nursing care for individuals with neurological conditions, including caregivers and families.</p>	<p>General Section:</p> <ul style="list-style-type: none"> <li>- Approach to Clinical Neurology</li> <li>- Neurological Examination and Nomenclature of Major Neurological Disorders</li> <li>- Diagnostic and Therapeutic Tests and Nursing Care (Spinal Tap, Elicited Potentials)</li> </ul> <p>Nursing care for individuals with:</p> <ul style="list-style-type: none"> <li>- Headache</li> <li>- Multiple sclerosis</li> <li>- Epilepsy</li> <li>- CNS infection</li> <li>- Amyotrophic lateral sclerosis</li> <li>- Guillain-Barré syndrome</li> <li>- Myasthenia gravis</li> <li>- Neuro-oncology</li> <li>- Cranial nerve injuries</li> </ul> <p>Nursing and caregiver support for individuals with dementia and progressive neurodegenerative diseases</p> <p>Rehabilitation nursing: principles, perspectives, and areas of application in the neurological field</p>	<p>Frontal lesson</p> <p>Discussion of clinical cases</p> <p>Using specific videos and footage</p>	<p>Written test</p>	<p>Brunner-Suddarth "Infermieristica medico-chirurgica" vol. 1 e 2 CEA, 2024</p> <p>Federico-Angelini-Franza "Neurologia e Assistenza infermieristica- Manuale per le professioni sanitarie" Edises-2018</p> <p>Manfredi-Giallonardo- Di Bonaventura "Neurologia" PICCIN 2023</p>

INTEGRATED COURSE	Scientific disciplinary sector	Modules	Professor	Locality/district	CFU	hours
<b>PERSONAL AND COMMUNITY WELL-BEING: PSYCHOLOGICAL, NUTRITIONAL, AND EDUCATIONAL ASPECTS</b>	MEDS - 24/C	<b>Clinical nursing nutrition: concepts of fluid therapy, diet therapy, enteral and parenteral nutrition</b>	Dr. Filippo Ricci	RN	2	24
		<b>Health education methodologies oriented towards individual and community self-care</b>	Dr. Ilaria Pruccoli	RN	2	24

MODULES	EDUCATIONAL OBJECTIVES	PLAN	TEACHING METHODS	VERIFICATION METHODS	BIBLIOGRAPHY
<b>Clinical nursing nutrition: concepts of fluid therapy, diet therapy, enteral and parenteral nutrition</b>	Upon completion of the course, students will understand the basic principles of physiological nutrition at different stages of life, in the presence of prevalent chronic diseases with a high health impact (diabetes, renal failure, liver cirrhosis, stroke, anorexia and cancer cachexia syndrome, eating disorders) and in some specific clinical conditions (dysphagia, pre- and post-operative nutrition, and nutrition for difficult wounds). Students will acquire intellectual, problem-solving, and technical skills in the assessment, prevention, early detection, and	<p>1. FUNDAMENTALS OF CLINICAL NUTRITION</p> <p>Principles of nutritional biochemistry (macronutrients and micronutrients) and an introduction to energy and water balance.</p> <p>2. NUTRITIONAL EVALUATION AND HYDRATION STATUS</p> <p>Anthropometry and biochemical measurements, clinical parameters and questionnaires.</p> <p>3. FLUID THERAPY</p> <p>Classification of fluids (crystalloids, colloids), indications and contraindications. Calculation of fluid requirements, complications (edema, electrolyte imbalances).</p>	Frontal and interactive lectures, videos, case discussions.	The final exam is written and consists of 15 multiple-choice questions.	Materials and bibliography will be available in the teaching materials.

	<p>treatment of nutritional disorders in patients. This knowledge will be geared toward solving practical nutrition-related problems, particularly in nursing care for patients undergoing artificial, enteral, and parenteral nutrition.</p>	<p>4. DIET THERAPY</p> <p>Types of diet (low-calorie, high-protein, renal, diabetic, etc.), nutritional therapeutic plans.</p> <p>5. ENTERAL NUTRITION</p> <p>Routes and methods of administration (nasogastric tubes, gastrostomies, etc.), composition of formulas, nursing management.</p> <p>6. PARENTERAL NUTRITION</p> <p>Principles of preparation and administration methods, monitoring and complications, nursing management.</p>			
<p><b>Health education methodologies oriented towards individual and community self-care</b></p>	<p>Students will understand the fundamental aspects of health literacy as a strategy for health promotion. They will acquire skills to help citizens/patients acquire and maintain the skills and behaviors necessary for optimal management of life with illness. They will be able to help patients and their families understand their illness and treatment, and collaborate with other professionals in a multi-professional and interdisciplinary manner to improve their quality of life. Knowledge will be focused on deepening the four stages of</p>	<ul style="list-style-type: none"> <li>- Health: definition and evolution</li> <li>- Health Promotion</li> <li>- Salutogenesi</li> <li>- Self-care</li> <li>- Health Literacy</li> <li>- Planning and implementation of educational interventions within the healthcare sector</li> <li>- Communication methods to support educational interventions, strategies for the construction of written information material</li> <li>- Teaching methods for individuals in the healthcare sector</li> </ul>	<p>Interactive lessons and active learning through group work with the production of papers</p>	<p>Closed-answer written assessment test</p>	<ul style="list-style-type: none"> <li>- Beghelli, A., Ferraresi A., Manfredini M. (2015) Therapeutic education methodology and applications. Rome, Carrocci publisher</li> <li>- Longhini J. (2024) Educating for self-care to promote health - principles, methods and cases, Idelson gnocchi Publisher</li> </ul>

	therapeutic education, both individual and group, learning effective communication methods to support educational interventions, as well as implementing training strategies for the development of information tools to support the care relationship between nurses and patients.				
--	---	--	--	--	--

INTEGRATED COURSE	Scientific disciplinary sector	Modules	Teacher	Site	CFU	Hours
<b>ADVANCED NURSING SKILLS: SKIN DISEASES, TRAUMATOLOGY, PROCUREMENT</b>	MEDS - 24/C	<b>The trauma nurse: nursing care for patients with severe trauma</b>	Dr. Giuseppina Nisi	CE	2	24
		<b>Nursing care in the organ and tissue donation process</b>	Dr. Giulia Paci	CE	2	24

MODULES	EDUCATIONAL OBJECTIVES	PLAN	TEACHING METHODS	VERIFICATION METHODS	BIBLIOGRAPHY
<p><b>The trauma nurse: nursing care for patients with severe trauma</b></p>	<p>At the end of the module the student will be able to know:</p> <ol style="list-style-type: none"> <li>1. The organization of the emergency-urgency system for major trauma in the Emilia-Romagna Region</li> <li>2. the role of the nurse in extra-hospital care and in the in-hospital management of severe trauma</li> <li>3. the principles of primary and secondary evaluation of the patient with major trauma</li> <li>4. Nursing interventions for early stabilization: management of massive bleeding, neuroprotection, treatment of wounds and burns in the acute phase</li> <li>5. the main mechanisms of injury and classification of trauma</li> </ol>	<ul style="list-style-type: none"> <li>- Epidemiology of severe trauma</li> <li>- Biomechanics and classification criteria for major trauma</li> <li>- Immobilization and transport systems</li> <li>- Integrated System for Major Trauma Care (SIAT)</li> <li>- Trauma team: nurse's role and responsibilities</li> <li>- Communication within the trauma team</li> <li>- Severe Trauma Assessment</li> <li>- Head and spinal trauma, neuroprotection</li> <li>- Thoracic/abdominal/ skeletal trauma</li> <li>- Thermal trauma</li> <li>- Hemorrhagic trauma: classes of hemorrhage, shock and treatment, blood protocol and massive transfusion protocol, invasive devices and monitoring</li> <li>- Out-of-hospital care – emergency room care and possible treatment options – rehabilitation:</li> </ul>	<p>Methodology type of teaching interactive front.</p>	<p>Access to the exam is subject to achieving a minimum attendance rate of 66%.</p> <p>Written test: 30 multiple-choice questions with 4 answer options, only one of which is correct.</p> <p>Honors will be awarded if the student answers all the questions correctly, in addition to the open question provided.</p> <p>The test is considered passed with 18 correct answers out of 30.</p> <p>Test duration 30'</p>	<p><b>American College of Surgeons (ACS)</b>, 2022. <i>ATLS: Advanced Trauma Life Support - Student Course Manual</i> . 11th ed. Chicago: American College of Surgeons.</p> <p><b>Society of Trauma Nurses (STN)</b>, 2018. <i>ATCN: Advanced Trauma for Nurses - Student Course Manual</i> . 11th ed. Chicago: Society of Trauma Nurses.</p> <p><b>Emilia-Romagna Region</b>, 2017. <i>Care pathway for major trauma: Regional guidelines for network organization</i> . Bologna: Territorial Care Service - Emergency Area.</p> <p><b>Romagna Local Health Authority</b>, 2022. <i>P11: Major trauma care pathways</i> .</p>

		continuity of care			<b>Romagna Local Health Authority, 2024. PA110: Management methods for trauma patients within the Integrated System for Major Trauma Care – SIAT</b>
<b>Nursing care in the organ and tissue donation process</b>	Upon completion of the module, students will have acquired a solid understanding of the medico-legal and ethical principles of organ and tissue donation, analyzing the current situation in Italy, with a focus on the Emilia-Romagna region and the donation pathways available through the Romagna Local Health Authority. The course aims to develop practical skills in identifying potential donors and managing the entire donation process, including diagnosis of death, organ procurement and preservation, as well as supporting donor families. Furthermore, the course aims to promote awareness and sensitization regarding the importance of donation by involving students in testimonials and initiatives that foster a culture of donation in healthcare institutions and the community.	<ul style="list-style-type: none"> <li>• History of organ and tissue donation</li> <li>• Historical introduction</li> <li>• National, Regional and Corporate Organization of the Procurement Network</li> <li>• Importance and impact of organ donation</li> <li>• Global and local statistics</li> <li>• Difference between living donor and deceased donor</li> <li>• Legislation on organ donation</li> <li>• National and international laws</li> <li>• Procedures for declaring death using neurological and cardiocirculatory criteria</li> <li>• Ethical issues in organ donation</li> <li>• Informed consent</li> <li>• Ethical aspects</li> <li>• Potential donor identification processes</li> <li>• Types of donation</li> <li>• Eligibility criteria</li> </ul>	Interactive lectures, clinical cases, role playing	Multiple choice test	Bibliography and website design in the classroom

		<ul style="list-style-type: none"><li>• Clinical evaluation of the donor</li><li>• Early identification of the potential donor</li><li>• Communication with families of potential donors</li><li>• Effective communication techniques</li><li>• Communication techniques in the donation proposal</li><li>• Simulation of interview techniques</li><li>• Potential Donor Management</li><li>• Monitoring and early treatment of signs of brain death</li><li>• DBD intensive care</li><li>• DCD donation and organ perfusion</li><li>• Identification of the potential DCD donor</li><li>• NRP Perfusion (ECMO TEAM)</li><li>• Preservation and packaging of organs/tissues</li><li>• Procurement phases (storage/packaging of organs and tissues)</li><li>• Role of the nurse in admission to the waiting list and in post-transplant follow-up</li><li>• Quality of life after transplant</li><li>• Collaboration with volunteer associations in the area</li><li>• Courtroom testimonies</li></ul>			
--	--	---	--	--	--

INTEGRATED COURSE	Scientific disciplinary sector	Modules	Teacher	Site	CFU	Hours
<b>SAFETY OF CARE: BETWEEN HEALTH RISK MANAGEMENT AND NURSING RESPONSIBILITY</b>	MEDS - 24/C	<b>Healthcare safety: between healthcare risk management and nursing responsibility</b>	Dr. Giovanni Ceccaroni	CE	2	24
		<b>Promoting safety of care and infectious risk</b>	Dr. Riccardo Triani	CE	2	24
		<b>Promoting Safety of Care and Clinical Risk</b>	Dr. Riccardo Triani	CE	2	24

MODULES	EDUCATIONAL OBJECTIVES	PLAN	TEACHING METHODS	VERIFICATION METHODS	BIBLIOGRAPHY
<b>Healthcare safety: between healthcare risk management and nursing responsibility</b>	At the end of the course the student will be able to: <ul style="list-style-type: none"> <li>- to study the legislative evolution of the nursing profession;</li> <li>- analyze areas of nursing expertise and responsibility;</li> <li>- understand how to document assessments, interven-</li> </ul>	<p><b>Introduction to healthcare safety</b></p> <ul style="list-style-type: none"> <li>- Key concepts: adverse event, error, near miss, near miss</li> <li>- Patient safety as a right (Law 24/2017 - Gelli-Bianco Law)</li> <li>- World Health Organization and international standards (e.g. WHO Patient Safety)</li> </ul> <p><b>Clinical risk management</b></p>	<ul style="list-style-type: none"> <li>- Frontal lesson</li> <li>- Case analysis and discussion</li> </ul>	Written test with multiple-choice and open-ended questions	<ul style="list-style-type: none"> <li>- Papi, L., Gori, F. &amp; Turillazzi, E. (2022). <i>Forensic medicine for the nursing profession</i>.</li> <li>- Benci (2019). <i>Legal Aspects of the Nursing Profession</i> (8th ed.). Milan: McGraw-Hill</li> <li>- Ministry of Health (1994). <i>Regulation concerning the identification of the role and related professional profile of the nurse</i> (Ministerial Decree 14 September</li> </ul>

	tions, and care outcomes.	<ul style="list-style-type: none"> <li>- Incident Reporting and Root Cause Analysis Systems</li> <li>- Security tools: checklists, audits, standardized procedures</li> <li>- Context analysis and systemic prevention</li> </ul> <p><b>Professional responsibility of the nurse</b></p> <ul style="list-style-type: none"> <li>- Regulatory and legal aspects (DM 739/94, Code of Ethics, L. 24/2017)</li> <li>- Criminal, civil and disciplinary liability</li> <li>- Gross negligence, team responsibility, responsibility in delegation</li> </ul> <p><b>Errors in healthcare: psychological and organizational aspects</b></p> <ul style="list-style-type: none"> <li>- Punitive cultures vs. just cultures ("Just Culture")</li> <li>- The phenomenon of the second victim</li> <li>- Strategies for addressing and communicating the error</li> </ul> <p><b>Security and technologies</b></p> <ul style="list-style-type: none"> <li>- Errors related to medical devices and drug therapies</li> <li>- Cybersecurity and healthcare documentation</li> <li>- Management of medical records and electronic reports</li> </ul> <p><b>Experiences and good practices</b></p> <ul style="list-style-type: none"> <li>- Real case studies</li> </ul>			<p>1994, no. 739) . Official Journal of the Italian Republic, General Series, no. 230 of 3 October 1994.</p> <ul style="list-style-type: none"> <li>- WHO (2021). Patient Safety Curriculum Guide</li> <li>- Gelli, F. (2017). Professional liability in healthcare after Law 24/2017</li> <li>- Ministry of Health Guidelines <i>for clinical risk management</i></li> <li>- FNOPI Code of Ethics (2025)</li> <li>- Articles suggested by the teacher during the course</li> </ul>
<b>Promoting safety of care and infectious risk</b>	At the end of the course the student will be able to: -define the epidemiological aspects relating to the main healthcare-	<b>INTRODUCTION TO HEALTHCARE- ASSOCIATED INFECTIONS (HAI):</b> - Definition and regulatory framework - Role of ISRI and Role of the Link Nurse - Standard and contact isolation precautionary measures	<ul style="list-style-type: none"> <li>- Frontal lesson</li> <li>- Case analysis and discussion</li> </ul>	Written test with multiple-choice and open-ended questions	<ul style="list-style-type: none"> <li>- CCM2010 Compendium Ministry of Health WHO Guidelines - Clean care - Hand hygiene Italian version</li> <li>- Memo 5 Sterilization in the healthcare and social</li> </ul>

	<p>associated infections, understanding the importance of good healthcare practices;</p> <ul style="list-style-type: none"> <li>- implement prevention and care strategies for people with infections from transmissible microorganisms;</li> <li>- implement prevention, control and surveillance interventions for ICA (Healthcare Associated Infections).</li> </ul> <p>The course will explore best practices and preventive interventions for controlling infectious risks, also exploring the role of the expert nurse in infection control.</p>	<p><b>SURVEILLANCE AND MONITORING OF INFECTION RISK:</b></p> <ul style="list-style-type: none"> <li>- Active and passive surveillance systems</li> <li>- Main epidemiological indicators</li> <li>- Role of the Infectious Risk Control Committee</li> </ul> <p><b>ROLE AND PRECAUTIONS IN THE USE OF DETERGENTS AND ANTISEPTICS:</b></p> <ul style="list-style-type: none"> <li>- Best practices for skin management in pediatric and adult patients, with and without lesions</li> <li>- Sanitization and Management of Care Environments</li> </ul> <p><b>MEDICAL DEVICE REPROCESSING PROCESS:</b></p> <ul style="list-style-type: none"> <li>- Categories of devices involved</li> <li>- Operational phases of reconditioning</li> <li>- Quality system management, validation</li> <li>- Documentation and traceability</li> </ul> <p><b>TRANSMISSION PREVENTION MEASURES:</b></p> <ul style="list-style-type: none"> <li>- Bundles for the prevention of the main ICAs</li> <li>- Nursing management of colonized or infected patients</li> <li>- Correct microbiological sampling techniques</li> </ul> <p><b>INFECTION PREVENTION AND NURSING MANAGEMENT OF SURGICAL WOUNDS CLOSING BY FIRST INTENTION:</b></p> <ul style="list-style-type: none"> <li>- Classification of Surgical Wounds</li> <li>- Prevention of Surgical Site Infections (SSI)</li> </ul>			<p>healthcare sector RER</p> <ul style="list-style-type: none"> <li>- Memo 6 Antisepsis and disinfection RER</li> <li>- Definitions and infection criteria of ICA ECDC</li> <li>- Dossier 190 Urinary Tract Infections RER</li> <li>- Dossier 123 Epidemics of RER-related infections</li> <li>- Dossier 261 Prevention of surgical site infections</li> <li>- DGR 318/2013 Guidelines for Healthcare Companies for the Management of Infectious Risk: Healthcare-Associated Infections and Responsible Use of Antibiotics Emilia-Romagna Region</li> <li>- Articles suggested by the teacher during the course</li> </ul>
--	--	---	--	--	--

		<ul style="list-style-type: none"> <li>-Nursing Interventions</li> <li>-Nursing Documentation and Monitoring</li> </ul>			
<b>Promoting Safety of Care and Clinical Risk</b>	<p>At the end of the course the student will be able to:</p> <ul style="list-style-type: none"> <li>- recognize the elements of risk that characterize the main aspects of care such as falls, restraints, drug therapy, etc. and the related error prevention and risk reduction strategies;</li> <li>- identify useful strategies to ensure the circulation of information, such as communication flows and non-technical skills;</li> <li>- use the main risk management tools.</li> </ul> <p>The course will address the topics of gender medicine and intercultural medicine to ensure inclusive and quality care.</p>	<p><b>INTRODUCTION TO CLINICAL RISK:</b></p> <ul style="list-style-type: none"> <li>-Regulatory framework for patient safety and clinical risk management</li> <li>-Best practices and recommendations for healthcare safety</li> <li>-Introduction to safety culture</li> </ul> <p><b>SYSTEMIC APPROACH TO RISK MANAGEMENT:</b></p> <ul style="list-style-type: none"> <li>-Definitions, taxonomy and classification of errors</li> <li>-The Human Factor</li> <li>-The risk management process</li> </ul> <p><b>RISK MANAGEMENT TOOLS:</b></p> <ul style="list-style-type: none"> <li>-Methodologies for the analysis of clinical and care processes</li> <li>-Risk Identification and Incident and Near-Event Reporting Systems</li> <li>-Reactive event analysis tools (Significant event audit-SEA, Root Cause Analysis-RCA)</li> <li>-Proactive analysis tools (FMEA/FMECA, safety visits, direct observations)</li> </ul> <p><b>NURSING CARE AND SAFETY:</b></p> <ul style="list-style-type: none"> <li>-Impact of nursing care on safety of care</li> <li>-Nurse Sensitive Outcomes</li> </ul> <p><b>COMMUNICATION AND PATIENT SAFETY:</b></p> <ul style="list-style-type: none"> <li>-Communication as a contributing factor in the genesis of unwanted events</li> <li>-Non-technical skills and safety of care</li> <li>-Equity and Security</li> </ul>	<ul style="list-style-type: none"> <li>- Frontal lesson</li> <li>- Case analysis and discussion</li> <li>- Exercise and practical application of risk management methods and tools</li> </ul>	Written test with multiple-choice and open-ended questions	<ul style="list-style-type: none"> <li>- C. Vincent "Safer healthcare". Springer international publishing, 2022</li> <li>- C. Fidelity, M. La Regina, W. Ricciardi, R. Tartaglia, "Handbook of Patient Safety and Clinical Risk Management." Perugia: Cultura e Salute, 2022</li> <li>- G. Bizzarri, M. Canciani, M. Farina "Strategy and Clinical Risk Management in Healthcare Organizations." FrancoAngeli 2018</li> <li>- Ministry of Health, Clinical Governance and Care Safety 2022. Ministry Recommendations. [Online]</li> <li>- Articles suggested by the teacher during the course</li> </ul>

