UNIVERSITY OF BOLOGNA
CAMPUS OF RIMINI
DEGREE COURSE IN NURSING
RIMINI AND CESENA DISTRICT

GUIDE TO TEACHING PROGRAMS
MED/45
### 1° YEAR

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

- **Year of study**: First
- **Semester**: First
- **Total credits**: 7

<table>
<thead>
<tr>
<th>Teaching Program</th>
<th>Scientific disciplinary sector</th>
<th>Modules</th>
<th>Professor</th>
<th>Locality/district</th>
<th>CFU</th>
<th>Ore</th>
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<tr>
<td>General and Applied Nursing Sciences</td>
<td>MED/45</td>
<td>Phylogeny and structure of the nursing discipline</td>
<td>Spadola Milena RN</td>
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<td>Montalti Sandra CE</td>
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<td>MED/45</td>
<td>Applied nursing methodology</td>
<td>Mele Costanza RN</td>
<td>Lucchi Casadei Sandra CE</td>
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1
| Contents of teaching: Phylogeny and structure of the nursing discipline |
|---|---|---|---|---|
| **PREREQUISITES** | **TRAINING GOALS** | **PROGRAM/COURSEWORK** | **TEACHING METHODS** | **VERIFICATION METHODS** | **BIBLIOGRAPHY** |
| The student has to achieve these goals/target: He/she acquires the knowledge of:  
- the historical path of nursing care  
- the phases of the professionalization process  
- the governmental and non governmental nursing associationism  
- the ethical and deontological principles of the nursing profession  
- The concepts of responsibility  
- The epistemological aspects of nursing discipline  
- The informative and operative tools of the nursing care and responsibilities of the nurse in the compilation of the documentation  
- the stages of the birth and evolution of the national health care | From the concept of health care to the birth of the nurse  
- Hints of health care: evolution of the concept of health care and nursing care  
- Florence Nightingale: thought and works  
- Birth and development of the nurse in Italy  
- The evolution of nursing education: role and functional | Interactive frontal teaching methodology (Classroom lessons). Group work and exercises for nursing care planning analysis of cases | The assessment of the knowledge acquired by the student is based on 2 tests:  
- written exam 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.  
- oral exam to evaluate the degree of deepening of the contents addressed in the program and the ability to link the different contents together. It consists of 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. | Wilkinson J.M, Processo infermieristico e pensiero critico 3° Edizione, Casa editrice Ambrosiana Milano 2013  
Motta P.C, Introduzione alle scienze infermieristiche Carocci Faber, Roma 2002  
Collegi IPAVSI Regione Emilia – Romagna, Autonomia-Competenza-Responsabilità infermieristica-Bologna, 2009  
Federazione Nazionale Collegi IPASVI Codice deontologico dell’Infermiere -2009 Roma, 2009 |
From the scientific method to the nursing care process
- the method of nursing discipline: the scientific method, the problem solving, the nursing care process
- the nursing care process and its phases
- The initial evaluation according to the Gordon model
- The nursing care process and nursing diagnostic taxonomies (NANDA-I, NOC and NIC)

Informative and operative tools of nursing care
- The medical record, the nursing record, the integrated 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 SSN
- 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

### Contents of teaching: **Applied nursing methodology**

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<thead>
<tr>
<th><strong>PREREQUISITES</strong></th>
<th><strong>TRAINING GOALS</strong></th>
<th><strong>PROGRAM/COURSEWORK</strong></th>
<th><strong>TEACHING METHODS</strong></th>
<th><strong>VERIFICATION METHODS</strong></th>
<th><strong>BIBLIOGRAPHY</strong></th>
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</thead>
<tbody>
<tr>
<td>-</td>
<td>The student has to achieve these goals/target:</td>
<td><strong>Process of the nursing care</strong></td>
<td>Interactive frontal teaching methodology (Classroom lessons).</td>
<td>the assessment of the knowledge acquired by the student is carried out on 2 tests:</td>
<td>Saiani L., Brugnolli A., Trattato di cure infermieristiche. Sorbona, Napoli, 2010</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td><strong>the relationship in the care process</strong></td>
<td></td>
<td></td>
<td>Craven R.F., Himle C.J., Principi fondamentali dell’assistenza infermieristica, 4° edizione Ambrosiana, Milano, 2011</td>
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<tr>
<td></td>
<td></td>
<td>- The communicative process</td>
<td></td>
<td></td>
<td>Judith M. Wilkinson, Processo infermieristico e pensiero critico , CEA, Milano,2009</td>
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<tr>
<td></td>
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<td>- The types of communication</td>
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<td></td>
<td>Brunner-Suddart, infermieristica medico chirurgica, vol. 1, Ambrosiana, Milano, 2017</td>
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<tr>
<td></td>
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<td>- Acquisition of communicative competence in the nursing field (information to the user)</td>
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<td></td>
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<td>- Admission and discharge of the patient</td>
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<td>- The medical examination</td>
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<td><strong>Measurement of vital signs.</strong></td>
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<td><strong>Deepen the methods and tools for evaluating hemodynamic parameters</strong></td>
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<td></td>
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<td>- arterial pulse</td>
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<td><strong>Interactive frontal teaching methodology</strong></td>
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<td><strong>Oral exam</strong></td>
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</table>
- blood pressure
- body temperature
- breath frequency
- blood sample

**body care and hygiene.**

*Learn the knowledge to apply nursing care to the person with self-care deficit*

- social and cultural meaning of body care
- alterations in personal care
- care treatment of self care deficit
- guiding principles in body care activities
- hygiene and body care in the bathroom
- oral and dental hygiene

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

*Deepen the methods and tools to evaluate physical exercise, tolerance and intolerance to physical activity. Learning 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 exercize
- Mobility and motor skills: its alterations
- The caring treatment of the main problems of mobility
- Walking with aids: walking frame, stick and

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crutches  
- Positions in bed of the person permanently  
  lying down, aids and grasps 
- Procedures: of positioning and transfer  
- Assistance treatment of immobilization or hypokinetic syndrome

Respiration and treatment of alterations. Deepen the methods and tools to evaluate an altered breathing

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

Rest, Sleep and night-time nursing assistance.

Learning the knowledge to apply assistance to a person with impaired rest and sleep

- neuroregulation of sleep / wake, physiology of circadian rhythm
- main sleep disorders: insomnia, disturbances of the circadian rhythm of sleep
- sleep assessment, care 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

deepen 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
- alteration of nutritional status:
  - malnutrition,
  - obesity and overweight, anorexia syndrome
  - neoplastic cachexia dysphagia
- feeding of the non self-sufficient patient
  - Nutrition as a therapy
  - the change in the way of feeding: enteral feeding with SNE, SND, PEG, PEJ.

Intestinal elimination treatment of alterations. Deepening of the methods and the tools to evaluate impaired intestinal elimination.

- the main alterations of intestinal function: signs and symptoms more frequent in intestinal disorders
- constipation and diarrhea
- fecal incontinence
- hemorrhoids

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

- Procedures: the enema or evacuative enteroclysis
- procedure: manual removal of faeces and a fecaloma

**Assessment and treatment of urinary tract infections, urinary incontinence, acute and chronic urinary retention**

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

Body temperature and treatment of alterations

  - preparatory elements of physiology of thermoregulation
  - alteration of body temperature
  - care treatment of the person with temperature alteration

Treatment of acute and chronic pain

  - preparatory elements of physiology of pain
  - pain models: acute and chronic
  - care treatment of the person with acute and chronic pain

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

  - hints of end of life care
  - nursing assistance of the patient in
Learning of the fundamental concepts and procedures to guarantee the correct application of therapeutic prescriptions

- drug and pharmaceutical forms, naming, classification and sources of drug information
- responsibility of the nurse in the therapy process
- the pharmacological prescription
- distribution and storage systems: administration and monitoring of drugs
- administration of drugs through the most commonly used routes: oral way with SNG, injective, intravenous, intramuscular, subcutaneous, intradermal and other ways of administration
- monitoring of the expected therapeutic effects, calculation skills necessary for the dosage
- drugs and psychotropic substances.
- clinical risk related to therapy and pharmacovigilance (the checking behaviour of a certain treatment).

Surgical patient:
Identification of the needs of the person in the pre-operative phase

- nursing diagnosis in the preoperative phase
- pre-operative interventions (in preparation of the post-operative phase)
- physical preparation for the intervention
- reception and admission into the operating theatre
- role and responsibility of the different nursing figures operating in the operating room:
  - instrumentalist, hall nurse
  - the clothing and surgical washing of the hands
  - the surgical instrument
  - the awakening phase
  - the planning of nursing care in the post-operative phase
2° YEAR

TEACHING PROGRAM: Surgical Medical Nursing
Year of study: second

Semester: First
Total credits: 5

<table>
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<tr>
<th>Teaching Program</th>
<th>Scientific disciplinary sector</th>
<th>Modules</th>
<th>Professor</th>
<th>Locality/district</th>
<th>CFU</th>
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<tr>
<td>Surgical Medical Nursing</td>
<td>MED/45</td>
<td>nursing of the surgical area</td>
<td>Ottaviani Marco</td>
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<td>Milandri Susy</td>
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## Contents of teaching: Nursing of the Surgica area

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<tr>
<th>PREREQUISITES</th>
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<th>PROGRAM/COURSEWORK</th>
<th>TEACHING METHODS</th>
<th>VERIFICATION METHODS</th>
<th>BIBLIOGRAPHY</th>
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</thead>
</table>
| Knowledge of the subjects of Anatomy and Physiology | 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 | General section
Nursing care related to the operating theatre:
- peri-operative care
- Medical drainages: types, aim, indication and managements
- SNG (nasogastric tube): type, aim, indication and managements
- post-operative complications ( complication after operation)
- artificial nutrition : role of the nurse
- intestinal ostomies : type, aim, indication and managements
- Injury due to malpositioning
| | | | | | Brunner-Suddarth “Infermieristica medico-chirurgica” vol. 1 e 2 CEA, 2017 |
| | | | | | Craven Hirnle “Principi fondamentali dell’assistenza infermieristica” vol. 1 e 2 CEA, 2015 |
| | | | | | Linee Guida ATLS  2014 |
| General section | Abdominal surgery
- diagnostic test/screening of the gastrointestinal tract
- nursing assistance to the person with:
  - abdominal hernias
  - peptic ulcer
  - gastric cancer
  - neoplasm of the colon-rectum
  - diverticulitis
  - proctological diseases
  - liver diagnostic tests
| Nursing care to the person with:
- cholelithiasis
- pancreatic cancer
- PEG (percutaneous endoscopic gastrostomy). | | | | |
NEAK and CHEAST SURGERY

Nursing care to the person with:
- thyroid diseases
- laryngeal diseases
- breast diseases
- pneumothorax
- lung cancer
- fracture of the femur

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

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<tr>
<th>PREREQUISITES</th>
<th>TRAINING GOALS</th>
<th>PROGRAM/COURSEWORK</th>
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<tbody>
<tr>
<td>Anatomy of the cardiocirculatory, respiratory, neurological, gastrointestinal and renal system</td>
<td>The course aims to develop the ability of the student to plan and manage the nursing care of people with medical conditions</td>
<td><strong>Respiratory pathology</strong>  - BPCO (broncho chronic obstructive pulmonary disease)  <strong>Cardiovascular pathology</strong>  - hypertension  - heart failure  <strong>Neurological pathology</strong>  - ischemic and hemorrhagic stroke  - Parkinson’s disease  - Alzheimer  - Delirium  <strong>Renal pathology</strong>  - chronic renal failure  - renal biopsy  <strong>Endocrine and metabolic pathology</strong>  - viral hepatitis  - liver biopsy  - cirrhosis of the liver  - type 1 and 2 diabetes  - obesity  <strong>Hints of onco-haematological pathology</strong>  Bone marrow biopsy  Immunological pathology</td>
<td>Interactive frontal teaching methodology (Classroom lessons)  Discussion of clinical cases</td>
<td>Oral verification</td>
<td>Brunner-Suddarth “Infermieristica medico-chirurgica” vol.1 e 2 CEA, 2017</td>
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Physiology  Management of venous access, oxygen therapy and aerosol therapy
- HIV and AIDS

**Gastrointestinal pathology**
- constipation
- chronic intestinal diseases
- colonoscopy and gastroscopy
- diverticulitis
## TEACHING PROGRAM: Community Nursing Sciences

**Year of study:** second  
**Semester:** second  
**Total credits:** 5

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<th>Teaching Program</th>
<th>Scientific disciplinary sector</th>
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<td>Community Nursing Sciences</td>
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<td>Evidence applied to clinical practice</td>
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### Contents of teaching: *Evidence applied to clinical practice*

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<th>VERIFICATION METHODS</th>
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<tbody>
<tr>
<td>The student has to achieve these goals /target</td>
<td>- Definition, methods and tools of EBP and queries of research</td>
<td>Classroom Lesson</td>
<td>Searching for a scientific article through</td>
<td>Paolo Chiari e Antonella Santullo <em>Evidence based nursing</em> – McGraw-Hill,</td>
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<td>He/She has to: know the decision-making model of EBN</td>
<td>- Caracteristics of the biomedical literature</td>
<td>Exercises in the computer room</td>
<td>the formulation of a research question with</td>
<td>2001</td>
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<td>(evidence based nursing).</td>
<td>- projects of the studies</td>
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<td>PICOM</td>
<td>Paolo Chiari; Mosci Daniela; Naldi Enrico <em>L'infermieristica basata su prove</em></td>
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<td>- reflect on the practice and identify the areas /</td>
<td>- Strategies for the management of the scientific literature</td>
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<td>di efficacia. Guida operativa per l'evidence</td>
<td>2006, McGraw-Hill</td>
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<td>camp where there is uncertainty and make questions</td>
<td>- Research in the main databases of primary and secondary studies</td>
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<td>Based Nursing* - 2006, McGraw-Hill</td>
<td>Tutorial PubMed</td>
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<td>about them in order to get the right answers.</td>
<td>- Caracteristics of systematic reviews</td>
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<td>- know the databases, do research in the literature</td>
<td>- Criteria for defining the quality of a systematic review</td>
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<td>which can be of help for getting the response to</td>
<td>- Guidelines; characteristics of evidence-based guidelines, criteria for evaluating</td>
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<td>the query</td>
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Tutorial *PubMed*
## Contents of teaching: Clinical Nursing and rehabilitation in chronicity

<table>
<thead>
<tr>
<th>TRAINING GOALS</th>
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<tbody>
<tr>
<td>The student has to achieve these goals/target. The student must possess the knowledge related to the methodology, to organizational and clinical care models for the taking charge in management and continuity of the assistance in situations of chronicity. He /She develops the knowledge related to the therapeutic education and also knows the resources of the family and the community.</td>
<td><strong>Definition of chronicity, fragility and disability</strong> - Chronic diseases and their characteristics - GNNN system for the assistance planning in chronicity with the use of international taxonomies <strong>Organizational and clinical-care models for taking charge</strong> - A 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). - organizational models: self management, disease management and case management, chronic care model, primary nursing - integrated management of the multidisciplinary team - Concept of empowerment and promotion methods - Principles of the assistance complexity - Management and continuity of care in situations of chronicity - Acute and protracted needs - Hospital and territory integration (home care, health houses, community hospitals) <strong>PTDA</strong> Palliative care Intermediate care, NUCOT Evaluation scales (barthel, morse, ADL,braden) Femur fracture rehabilitation Spinal cord injury Aids and tools for patient use The nurse and the therapeutic education with it phases.</td>
<td>Classroom Lesson</td>
<td>Oral examination</td>
<td>Brunner-Suddarth “Infermieristica medico-chirurgica” vol.1 e 2 Casa editrice Ambrosiana, Milano; 2006 terza edizione Santullo A. “Le scale di valutazione in sanità” Casa Editrice McGraw Hill 2009 M.Baccini, R.Berardi, N.Marchionni, M.Paci “Riabilitare la persona anziana” Casa Editrice Elsevier Manuale delle procedure infermieristiche- 2° edizione minerva medica-S.Agosta M.Mongardi “l'assistenza all'anziano”Casa Editrice McGraw Hill Ministero della salute, Direzione generale della programmazione sanitaria “Piano nazionale delle cronicità” maggio 2016</td>
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<td>The pedagogical approach to ETP</td>
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<td>Knowledge of family and community resources</td>
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<td>The classification ICF</td>
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<td>Effective relational models for functional relationship</td>
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### Contents of teaching: **Nursing of the community**

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<tr>
<td>The student has to achieve these goals /target</td>
<td>- Definition of health, conceptual models; international, national, regional literature</td>
<td>Interactive frontal teaching methodology (Classroom lessons).</td>
<td>Written test with open and closed questions</td>
<td>M. Gulanick, J. Myers  “Piani di assistenza infermieristica” CEA, 2016</td>
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<tr>
<td>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</td>
<td>- Priority health problems</td>
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<td>Brunner-Suddarth “Infermieristica medico – chirurgica” vol. 1 e 2 CEA, 2017</td>
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<td>- Nationa healthcare system models</td>
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<td>Craven Hirnle “Principi fondamentali dell’assistenza infermieristica” vol. 1 e 2 CEA, 2015</td>
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<td>- health care education, prevention, screening, vaccines</td>
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<td>- Healthcare models</td>
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<td>- The figure of the case manager, wound care and the chronic care mode]</td>
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<td>- family nurses, community, prison (the healthcare assistant of the family, community, prison)</td>
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<td></td>
<td>- Organizational structure of the company/public-service Ausl</td>
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<td></td>
<td>- Diagnostic notes NANDA on health and wellness</td>
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TEACHING PROGRAM:  **Clinical Science of the infant-maternal area**

Year of study:  second

Semester:  second

Total credits:  3

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<tr>
<th>Teaching Program</th>
<th>Scientific disciplinary sector</th>
<th>Modules</th>
<th>Professor</th>
<th>Locality/ district</th>
<th>CFU</th>
<th>Ore</th>
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<tr>
<td>Clinical Science of the infant-maternal area</td>
<td>MED/45</td>
<td>nursing of the infant-maternal area</td>
<td>Solaroli Manuela</td>
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<td>Spiga Martina</td>
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Contents of teaching: **nursing of the infant-maternal area**

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<th>TRAINING GOALS</th>
<th>PROGRAM/COURSEWORK</th>
<th>TEACHING METHODS</th>
<th>VERIFICATION METHODS</th>
<th>BIBLIOGRAPHY</th>
</tr>
</thead>
</table>
| 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 is 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. | Obstetrical-ginecological area  
- Birth Path  
- Definition of: physiological pregnancy, pregnancy at risk  
- 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.  
- Neonatal care in the delivery room: APGAR index, extrauterine adaptation, early breast feeding.  
- Diagnostic and prenatal screening: trisomies 18-21, neural tube defects  
- Cord blood donation, Rooming in, postpartum depression, inflammatory diseases of the breast. | -Classroom lessons  
- Tutorials on the proportions for the administration of drugs  
- Analysis of clinical cases  
- Evaluation during the path | Written and oral assessment of knowledge  
The total time agreed for the exam is of 30 minutes for the written test and 10 minutes for the oral examination which includes the calculation of a pharmacological proportion  
The assessment is based on the analysis of a clinical case, in which the student must define and develop the main nursing diagnoses, describing the nursing interventions and the expected outcomes | Grazia Colombo “Con ragione e sentimento. Le cure neonatali a sostegno dello sviluppo”. Biomedia, 2011  
C. V. Bellieni, M. G. Alagna, G. Buoncore. “Saturazione sensoriale: semplice ed efficace contro il dolore procedurale del neonato”. Dipartimento di Pediatria, Ostetricia e Medicina |

| Pediatric-neonatal area  
- 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, sudden Infant Death Syndrome SIDS  
- Classification of newborns  
- Nursing care to the newborn at term in neonatal intensive care, respiratory diseases, jaundice, hypoxic ischemic encephalopathy, hypoglycemia, seizure (convulsion), presence of bacteria or microorganisms 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
- Planning of nursing care on clinical cases

Riproduttiva, Università di Siena.
C. Biavati infermiera “Il trattamento specifico con emla in pediatria”. 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 operativointerdisciplinare...
ministero della salute


Linee Guida nazionali (www.snlg-iss.it)

Dichiarazione congiunta OMS/UNICEF. “L’allattamento al seno: protezione”.
3° YEAR

TEACHING PROGRAM : Mental health sciences

Year of study: third

Semester: First

Total credits: 2

<table>
<thead>
<tr>
<th>Teaching Program</th>
<th>Scientific disciplinary sector</th>
<th>Modules</th>
<th>Professor</th>
<th>Locality/district</th>
<th>CFU</th>
<th>Ore</th>
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<tbody>
<tr>
<td>Mental health sciences</td>
<td>MED/45</td>
<td>Nursing of mental health</td>
<td>Francelli Simonetta</td>
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<td>Ballanti Luca</td>
<td>CE</td>
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## Contents of teaching: Nursing of mental health

<table>
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<tr>
<th>PREREQUISITES</th>
<th>TRAINING GOALS</th>
<th>PROGRAM/COURSEWORK</th>
<th>TEACHING METHODS</th>
<th>VERIFICATION METHODS</th>
<th>BIBLIOGRAPHY</th>
</tr>
</thead>
</table>
| Knowledge of the signs and symptoms of the main psychiatric pathologies | The student has to achieve these goals/target. 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 identifies, plans and evaluates assistance interventions collaborating with the other professional figures in the diagnostic-therapeutic pathways | - Mental illness: epidemiological, historical and legislative aspects.  
- Evolution of the nursing profession in the pathological addictions and mental health services.  
- The department of mental health and pathological addictions.  
- 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.  
- The classification of mental disorders.  
- The nursing process in the field of mental health and pathological addictions.  
- Care planning applied to the main clinical cases: mood disorders, psychotic disorders and anxiety disorders.  
- 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  
TEACHING PROGRAM: **Critical area Sciences**

Year of study: third

 Semester: First

Total credits: 4

<table>
<thead>
<tr>
<th>Teaching Program</th>
<th>Scientific disciplinary sector</th>
<th>Modules</th>
<th>Professor</th>
<th>Locality/district</th>
<th>CFU</th>
<th>Ore</th>
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<tr>
<td><strong>Critical area Sciences</strong></td>
<td>MED/45</td>
<td><strong>Ethics and deontology</strong></td>
<td>Di Giacomo Patrizia</td>
<td>RN</td>
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<td>Grisanti Erica</td>
<td>CE</td>
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<tr>
<td>MED/45</td>
<td>Nursing of the critical area</td>
<td>Ciurlia Maria Luisa</td>
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<td>Gabetti Annalisa Maria Evy</td>
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Contents of teaching: **Critical area Sciences**

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<th>PREREQUISITES</th>
<th>TRAINING GOALS</th>
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<th>TEACHING METHODS</th>
<th>VERIFICATION METHODS</th>
<th>BIBLIOGRAPHY</th>
</tr>
</thead>
</table>
|               | 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 | - Concept of critical area: Nursing care in critical area;  
- The extra-hospital emergency legislative references and the main regional algorithms;  
- Organizational aspects of the intra and extra hospital emergency; the triage process;  
- Nursing care to the person with polytrauma;  
- Nursing care to the person with shock;  
- Nursing care to the person with: SCA, stroke, pulmonary embolism, acute pulmonary edema, acute BPCO and acute renal failure;  
- Neurological, haemodynamic and respiratory monitoring. EGA | Interactive frontal teaching methodology (Classroom lessons).  
Discussion of clinical cases.  
Use of specific videos and movies | Written test with open and closed answers time 30/60 minutes | M.g. Balzanelli, A. Gullo Manuale di medicina di Emergenza e Pronto Soccorso III edizione CIC Edizioni internazionali  
Roberto, Cosentini, Stefano Aliberti , Anna Maria Brambilla ABC della ventilazione meccanica non invasiva in urgenza 2° edizione Ed McGraw Hill  
G.D. Giusti, M. Benetton Guida al monitoraggio in Area Critica Maggioli Editore  
www.aniarti.it  
www.intensiva.it  
www.simeu.it/lineeguida.html |
## Contents of teaching: Ethics and deontology

<table>
<thead>
<tr>
<th>PREREQUISITES</th>
<th>TRAINING GOALS</th>
<th>PROGRAM/COURSEWORK</th>
<th>TEACHING METHODS</th>
<th>VERIFICATION METHODS</th>
<th>BIBLIOGRAPHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents of the teaching of phylogeny and structure of the nursing discipline. Knowledge of the deontological code of the nurse 2009</td>
<td>The student has to achieve these goals/target. He/She has to be able to highlight the ethical issues in situations present in clinical practice and use ethical and deontological references. The student is also 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.</td>
<td>The professional responsibility from the application of the rules to ethical and deontological principles. - Contents, method and tools in nursing responsibility in taking care of and caring for the person. - Normative references based on the professional responsibility of the nurse. - The deontological codes, with particular reference to the contents of the deontological code of the nurse (IPAVSI 2009 and ICN): analysis of values and principles and their meaning in clinical practice.</td>
<td>Interactive frontal teaching methodology (Classroom lessons) on the main theoretical contents. Analysis of cases and problems through classroom-led work and group work with review and integration.</td>
<td>The assessment within the integrated course provides two tests: - Ethical analysis of a clinical case according to the methodology experimented in the classroom. - six 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. The evaluation is in thirtyths for each test and each test must reach at least 18/30 to be considered passed. The final evaluation is the average of the two tests.</td>
<td>Fry S T &amp; Johnstone M.J. (2004) Etica per la pratica infermieristica, Casa editrice Ambrosiana Milano Cattorini P (2011) Bioetica. Metodo e elementi di base per affrontare problemi clinici Elsevier Milano Mortari L &amp; Saiani L (2013) Gesti e pensieri di cura. Mc Graw Hill Milano Sala R.(2003) Etica e Bioetica per l'infermiere-capitoli 1,2 e 3 Carrocci editore Roma Di Giacomo P, Ferri C, e Franzini a cura di (2011) autonomia, competenza, responsabilità 2 ed. Coordinamento Collegi IPAVSI Regione Emilia Romagna Bologna Di Giacomo P.(2008), Un'analisi della responsabilità infermieristica: riferimenti normativi e giurisprudenziali Scenario 25 (3): 35-43</td>
</tr>
</tbody>
</table>

Ethics and Bioethics
- The main approaches to ethics, the classical ethical theories and the ethical principles for the decision making in the conflict/ethical dilemma.
- 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.
- The current epistemological debate in bioethics its influences on the life sciences and in particular on the beginning and end of life.
- Ethical aspects of the research and the ethics committees.
The Ethics of "care"

- The ethical principles for practice nursing: advocacy, competence, cooperation and caring.

- The ethical meaning of the gestures of care.

- Care aspects of ethical significance aimed at promoting and guaranteeing the protection and security of the patient, his autonomy and his rights.

The student can request an oral examination to improve the vote or it can be proposed by the teacher if he/she thinks it is appropriate to facilitate the evaluation of the written test. 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 the evaluation of the test sufficient.

Di Giacomo P. (2012) Metodi e strumenti per l’esercizio della responsabilità- area infermieristica e obstetrica n 3/2012 MaPS – Management per le professioni sanitarie

ICN Codice deontologico degli infermieri del consiglio internazionali degli infermieri (ICN) revisione del 2012 www.ipavsi.it

Riferimenti bibliografici per approfondimento


Buzzi Elisa (2013) Etica della cura medica La scuola editrice Milano

Di Giacomo P. (2012) Responsabilità professionale fra integrazione, autonomia e attribuzione i n 3/2012 MaPS- Management per le professioni Sanitarie

### TEACHING PROGRAM: Health Organization and caring processes

**Year of study:** third  
**Semester:** First  
**Total credits:** 4

<table>
<thead>
<tr>
<th>Teaching Program</th>
<th>Scientific disciplinary sector</th>
<th>Modules</th>
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<td>Introduction to research</td>
<td>Di Giacomo Patrizia</td>
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<td>MED/45</td>
<td>Organizational models</td>
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### Contents of teaching: Introduction to research

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<th>PREREQUISITES</th>
<th>TRAINING GOALS</th>
<th>PROGRAM/COURSEWORK</th>
<th>TEACHING METHODS</th>
<th>VERIFICATION METHODS</th>
<th>BIBLIOGRAPHY</th>
</tr>
</thead>
</table>
| Knowledge of the contents of the modules of Evidence applied to the nursing practice and of the statistics and computer laboratory. | The student has to achieve these goals/target. He/She has to acquire knowledge and skills related to the research process and to the main study drawings; He/She must possess tools and methods for choosing the thesis topic and the subsequent elaboration. The student is able to identify possible problems and research hypotheses in the field of nursing. The student knows how to read, evaluate and use the research for the purposes of its application in nursing practice and the elaboration of ones thesis. | - The importance of the research in nursing  
- Purposes and areas of the nursing research  
- Identification of the problems from which it is possible to formulate research questions in the field of nursing  
- Introduction to the degree thesis | Interactive frontal teaching methodology  
(Classroom lessons)  
Presentation of problems in plenary; individual exercises/in pairs in the computer room. Work in small groups with sharing in plenary. | Bibliographic research report on a specific PICOS identified by the teacher on a shared scheme in the classroom; elaboration of a synthesis respect to the specific research question on a predefined scheme and shared in the classroom. | Gaeta L. Lettura critica degli studi clini, Aras edizioni, Fano 2010  
Sironi C. Introduzione alla ricerca infermieristica. 1° edizione. Capitoli : Torino:Casa editrice Ambrosiana, 2010  
* Ulteriori riferimenti bibliografici/pubblicazioni saranno fornite dai docenti |
- Critical analysis of a scientific article

The research project

- Preparation of a coherent and consistent research project, developing in particular the structure of the literature revision, oriented to the degree thesis

- Methodology to develop a literature review report

- Elaboration of a summary
**Contents of teaching: Organizational and management models of assistance**

<table>
<thead>
<tr>
<th>PREREQUISITES</th>
<th>TRAINING GOALS</th>
<th>PROGRAM/COURSEWORK</th>
<th>TEACHING METHODS</th>
<th>VERIFICATION METHODS</th>
<th>BIBLIOGRAPHY</th>
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</thead>
<tbody>
<tr>
<td>Main normative references concerning the health profession: Professional profile of the nurse; Deontological code of the nurse 2009. L. 42/1999; L. 251/2001; L. 43/2006. 1°-2°-3° Health Reform</td>
<td>The student has to achieve these goals/target. 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. The student must acquire knowledge on the governance and outcome of the health professions. He/She has to know the responsibility in the management and use of the main information tools; nursing folder and assessment scales. The student must also know the Nursing Organization and the contractual and management aspects.</td>
<td>- The Hospital and territorial health organization. - The structure of usl Romagna: The Nursing/technique Management of the company; - hints of accreditation / certification; - The organizational models of assistance: functional and professional: case management, CCM, primary nursing, model for intensity/complexity of care; - Intermediate care, Health houses, nucleus of primary care. - Social-health integration; - 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; - Main aspects of the CCNL considering the new regulatory aspects; - The concept of professional competence and the supporting tools; the path of the new employee; - The employment relationship in the public sector: access to public fixed-term and permanent employment, the disciplinary responsibility, the evaluation. - The employment relationship and the main regulatory aspects concerning working hours; - The continuing education: the state-region</td>
<td>Interactive frontal teaching methodology (Classroom lessons)</td>
<td>Written assessment test with closed answer. n. 15 questions + 1 supplementary question valid for praise, with n. 4 possible choices.</td>
<td>Santullo A. L’infermiere e le innovazioni in sanità 2° ed. McGraw Hill Milano, 2005-Cap.9.10 Pennini A. Modelli organizzativi in ambito ospedaliero. Innovare con l’intensità di cura e la complessità assistenziale. McGraw Hill Education, 2015-Cap.3, 4 Santullo A. Le scale di valutazione in sanità 1° ed. McGraw Hill 2009 Milano-Cap. 1 Calamandrei C., a cura di Orlandi C. - Manuale di management per le professioni sanitarie 4° ed. McGraw Hill, Milano 2015 CCNL Maggio 2018 - Contratto Collettivo Nazionale del Lavoro - Comparto Sanità 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</td>
</tr>
</tbody>
</table>
Rimini, 23 ottobre 2018
A cura di: Rosalba Tramonti, Roberto Giorgini Rimondini