



# UNIVERSITÀ DEGLI STUDI DI PALERMO

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| DEPARTMENT                   | Promozione della Salute, Materno-Infantile, di Medicina Interna e Specialistica di Eccellenza "G. D'Alessandro" |
| ACADEMIC YEAR                | 2020/2021   |
| BACHELOR'S DEGREE (BSC)      | NURSING   |
| SUBJECT                      | NURSING METHODOLOGY AND TECHNIQUES  |
| TYPE OF EDUCATIONAL ACTIVITY | B   |
| AMBIT                        | 10307-Scienze infermieristiche  |
| CODE                         | 20437   |
| SCIENTIFIC SECTOR(S)         | MED/45  |
| HEAD PROFESSOR(S)            | DOMANSKAYA ELLA      Professore a contratto      Univ. di PALERMO   |
| OTHER PROFESSOR(S)           |   |
| CREDITS                      | 6   |
| INDIVIDUAL STUDY (Hrs)       | 90  |
| COURSE ACTIVITY (Hrs)        | 60  |
| PROPAEDEUTICAL SUBJECTS      |   |
| MUTUALIZATION                |   |
| YEAR                         | 1   |
| TERM (SEMESTER)              | 2° semester   |
| ATTENDANCE                   | Mandatory   |
| EVALUATION                   | Out of 30   |
| TEACHER OFFICE HOURS         |   |

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| <b>PREREQUISITES</b>      | Deepen the logic of the nursing process, as a clinical method that nurses independently adopt to help people to face and manage service problem   |
| <b>LEARNING OUTCOMES</b>  | <p><b>Knowledge and understanding</b><br/>Nursing graduates must demonstrate knowledge and understanding in the following fields:</p> <ul style="list-style-type: none"> <li>- general and clinical nursing sciences for the understanding of the fields of intervention of nursing, of the clinical method that guides an effective approach to assistance, of the operative intervention techniques and of the evidences that guide decision making;</li> </ul> <p><b>Ability to apply knowledge and understanding</b><br/>Nursing graduates must demonstrate the ability to apply knowledge and to understand in the following areas:</p> <ul style="list-style-type: none"> <li>- use theoretical knowledge deriving from Nursing, from behavioral and social biological sciences and from other disciplines to recognize the needs of the people assisted in the various ages and stages of development in the different stages of life;</li> <li>- use theoretical models and role models within the assistance process to facilitate growth, development and adaptation in the promotion, maintenance and recovery of citizens' health.</li> <li>- conduct a complete and systematic assessment of the individual's care needs;</li> <li>- use assessment techniques to collect data accurately on the main health problems of clients;</li> <li>- analyze and accurately interpret the data collected</li> <li>- plan the provision of nursing care in collaboration with users and the interdisciplinary care team;</li> <li>- evaluate the progress of care in collaboration with the interdisciplinary team;</li> <li>- facilitate the development of a safe environment for the assisted by ensuring constant nursing supervision;</li> </ul> <p><b>Autonomy of judgment</b><br/>Nursing graduates must demonstrate independence of judgment through the following skills:</p> <ul style="list-style-type: none"> <li>- assume responsibility and respond to his / her actions during professional practice in accordance with the profile, the code of ethics and ethical and legal standards</li> <li>- take decisions through a scientific approach to solving patient problems</li> <li>- apply the decision-making process also addressing situations of ethical conflict</li> </ul> <p><b>Communication skills</b><br/>Nursing graduates must develop the following communication skills:</p> <ul style="list-style-type: none"> <li>- use appropriate communication skills with users of all ages and their families within the care process and / or with other health professionals in an appropriate verbal, non-verbal and written form</li> <li>- develop a communication method useful for supporting a helping relationship adapted to the prevailing clinical situations and directed to patients and their families</li> </ul> <p><b>Learning ability</b><br/>Nursing graduates must develop the following self-learning skills: - develop independent study skills - demonstrate the ability to cultivate doubts and tolerate the uncertainties deriving from study and practical activity by asking appropriate and relevant questions to solve them - demonstrate the ability to continuously search for self-learning opportunities - demonstrate self-assessment skills of their skills and outline their development and learning needs - demonstrate ability to collaborative learning and knowledge sharing within the work teams</p> |
| <b>ASSESSMENT METHODS</b> | <p>There will be a test of the duration of 60 minutes including 26 questions with multiple choices (a-c) and 3 open questions. Each multiple choice question will be valued +1 (exact) or 0 (wrong or lack) while each open question will receive a score from 0 to 2 with 2 the highest score and 0 the lowest score. The summation of the results will be the final mark including lode. The test could be followed by an oral examination usually lasting 10 minutes. The questions tend to verify a) the knowledge gained, and b) the ability of elaborative and synthesis skills. As for the assessment of knowledge, it will be required the ability to contextualize the topic within a specific process. As for the verification of the elaborative abilities, it will be evaluated the ability to extrapolate the minimum details of the process in a clear and concise manner and the understanding of their implications for the topic. The evaluation scheme is the following: 30-30 e Lode: A-A+ Excellent: more than good acquisition of the course content and excellent language abilities and synthesis abilities 27-29: B Very good: very good knowledge of the issues and good language abilities; the student is very able to correlate the different topics which has studied 24-26: C Good: good knowledge of the issues and good language abilities; the student is able to correlate the different topics which has studied 21-23: D Satisfactor: just</p>  |

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|                               | enough knowledge of the subject, and limited language 18-20: E Sufficient : minimum basic knowledge of the subject requested and poor elaborative capacity 1-17: F Fail: insufficient knowledge of the contents required by the specific question or the student does not answer.  |
| <b>EDUCATIONAL OBJECTIVES</b> | <p>The course Methodology of Clinical Nursing aims at making the student:</p> <ul style="list-style-type: none"> <li>-The Basic content, basic conceptual development of the nursing process in its early stages;</li> <li>-The Development of the ability 'to detect and evaluate independently the needs and problems (of the patient) nursing relevance</li> <li>-. (Diagnosis Nursing - Issues Collaborative) and Functional Models of Marjory Gordon Health.</li> <li>-The development of skills' communication in the therapeutic relationship nurse / patient - nurse / family or collectivity</li> <li>-The Knowledge of a nursing documentation template and attachments, required in the implementation of clinical practice</li> </ul> <p>Being able to identify needs-patient's problems and put in place the first actual nursing diagnosis</p> |
| <b>TEACHING METHODS</b>       | Frontal lessons  |
| <b>SUGGESTED BIBLIOGRAPHY</b> | <p>"Nursing Diagnosis Application to Clinical Practice"</p> <p>Authors: Carpenito Lynda Juall.</p> <p>"Fundamentals of Nursing", 9th Edition</p> <p>Authors: Patricia A. Potter &amp; Anne Griffin Perry &amp; Patricia Stockert &amp; Amy Hall</p>  |

## SYLLABUS

| Hrs | Frontal teaching  |
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| 8   | Historical notes on nursing • The professionalization process • the nursing profession from the sociological point of view • the fundamentals of professional nursing in Italy •  |
| 8   | Problem solving and decision making. The nursing process: • The nursing process phases: assessment, data interpretation and nursing diagnosis, planning, implementation and evaluation  |
| 8   | The first phase: assessment Definition difference between objective and subjective data assessment methods (observation, interview, interview, visit) assessment tools (General and specific grids), data validation strategies organization systems: functional models of health according to Gordon to guide, manage and organise the ascertainment of first level  |
| 8   | The second phase: interpreting the data and defining problems diagnostic reasoning (nursing diagnosis; definitions of the phases of the diagnostic process; the value of evidence to assume a diagnosis and grouping the data to validate/invalidate the hypothesis as I can reflect and improve my diagnostic reasoning; the definition of nursing diagnosis how to formulate a nursing diagnosis (method); How many types of nursing diagnoses exist; difference between nursing diagnoses and collaborative problems; How to verify their diagnosis by reviewing classification systems of nursing diagnosis; How can evolve over time the person's problems: the diagnostic reasoning and the concept of evolution problems |
| 8   | The third phase: planning what planning is and what stages are needed to plan nursing care to be granted; How to give a judgment of priority nursing diagnosis as charitable objectives including performance indicators; How to define standard care plans interventions by consulting, clinical pathways, guidelines, protocols; the concept of welfare or welfare Pact Alliance (correlation with General Nursing);  |
| 8   | The fourth phase: implementation of the action how to evaluate the results achieved: ongoing evaluation and final redesign of the plan • Communicate and document the process of nursing the transmission of decisions and information to ensure the continuity of care; the documentation and recording of provided treatment.   |
| 4   | The fifth phase: assessment. Verification of the objectives achievement   |
| 4   | Management of Nursing document  |
| 4   | Methods of drug administration  |