



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	Promozione della Salute, Materno-Infantile, di Medicina Interna e Specialistica di Eccellenza "G. D'Alessandro"		
<b>ACADEMIC YEAR</b>	2022/2023		
<b>BACHELOR'S DEGREE (BSC)</b>	NURSING		
<b>INTEGRATED COURSE</b>	CLINICAL NURSING AND PREVENTION METHODOLOGY - INTEGRATED COURSE		
<b>CODE</b>	15890		
<b>MODULES</b>	Yes		
<b>NUMBER OF MODULES</b>	2		
<b>SCIENTIFIC SECTOR(S)</b>	MED/45, MED/42		
<b>HEAD PROFESSOR(S)</b>	COSTANTINO CLAUDIO	Professore Associato	Univ. di PALERMO
	AMODIO EMANUELE	Professore Associato	Univ. di PALERMO
<b>OTHER PROFESSOR(S)</b>	COSTANTINO CLAUDIO	Professore Associato	Univ. di PALERMO
	LATINA ROBERTO	Ricercatore a tempo determinato	Univ. di PALERMO
	AMODIO EMANUELE	Professore Associato	Univ. di PALERMO
	GIAMMARINARO MARIA RITA	Professore a contratto	Univ. di PALERMO
<b>CREDITS</b>	8		
<b>PROPAEDEUTICAL SUBJECTS</b>			
<b>MUTUALIZATION</b>			
<b>YEAR</b>	2		
<b>TERM (SEMESTER)</b>	2° semester		
<b>ATTENDANCE</b>	Mandatory		
<b>EVALUATION</b>	Out of 30		
<b>TEACHER OFFICE HOURS</b>	<p><b>AMODIO EMANUELE</b>            Tuesday 14:00 16:00 SEZIONE DI IGIENE, DIPARTIMENTO DI SCIENZE PER LA PROMOZIONE DELLA SALUTE, MATERNO INFANTILE, MEDICINA INTERNA E SPECIALISTICA DI ECCELLENZA "G.D'ALESSANDRO" (PROMISE), VIA DEL VESPRO 133 PALERMO, PIANO TERRA</p> <p>Thursday 14:00 16:00 SEZIONE DI IGIENE, DIPARTIMENTO DI SCIENZE PER LA PROMOZIONE DELLA SALUTE, MATERNO INFANTILE, MEDICINA INTERNA E SPECIALISTICA DI ECCELLENZA "G.D'ALESSANDRO" (PROMISE), VIA DEL VESPRO 133 PALERMO, PIANO TERRA</p> <p><b>COSTANTINO CLAUDIO</b>            Tuesday 11:00 13:00 Sezione di Igiene del Dipartimento di Scienze per la Promozione della Salute e Materno infantile "G. D'Alessandro"            Wednesday 14:00 16:00 Sezione di Igiene del Dipartimento di Scienze per la Promozione della Salute e Materno infantile "G. D'Alessandro"</p> <p><b>GIAMMARINARO MARIA RITA</b>            Monday 15:00 16:00 UO Bed management presso padiglione 17 B piano terra Ospedale Civico, previo contatto</p> <p><b>LATINA ROBERTO</b>            Tuesday 11:00 14:00 Segreteria di Coordinamento CdS in Infermieristica, ingresso principale aula Turchetti, piano terra, Policlinico di Palermo. Si riceve solo su appuntamento, anche a distanza inviando una mail a roberto.latina@unipa.it</p>		

<b>PREREQUISITES</b>	Knowledge of general principles of nursing clinical methodology and preventive medicine
<b>LEARNING OUTCOMES</b>	<p>1. Knowledge                      Basic knowledge of epidemiology and statistics applied to nursing. Knowledge of the nursing process in all its phases and of the peculiarities of the nursing assessment. Ability to classify the basic concepts of primary, secondary and tertiary prevention. Knowledge of the vaccination calendar of the Sicily Region. Knowledge of the interactions of microorganisms and the main factors associated with hospital infections. Basic knowledge of epidemiology and prevention of the main infectious diseases and their repercussions on the community with particular reference to institutionalized communities and to the population groups at greatest risk. Knowledge of the clinical methodology for the management of patients suffering from general medical and surgical pathologies, through general nursing care plans. Identify the collaborative problems and nursing diagnoses prevalent in the management of adult patients with medical pathologies in the specialist area (according to NANDA or ICNP); Identify the second care priorities and related hierarchy; Describe the use of assessment tools applicable in the clinical setting to ensure the validity and reliability of the measurements; Describe an intervention plan aimed at solving problems. Determine the health care indicators, where possible; Making use of recommendations through an EBP approach</p> <p>2. Knowledge and understanding                      Ability to analyze health risks due to modifiable habits and lifestyles. Ability to analyze the Vaccinal Calendar for Life and its applications in healthy subjects and affected by comorbidities. Evaluation of preventive procedures for the limitation of infectious and chronic-degenerative pathologies. Understanding of epidemiology and prevention strategies of the main infectious and chronic degenerative diseases. Understanding of the essential nutritional principles for the health of the population. Ability to identify nursing diagnoses and collaborative problems in medical-surgical care processes; Ability to identify and prioritize care, and interventions aimed at clinical and nursing outcomes. Ability to understand the peculiarities of care in stable and unstable patients suffering from medical pathologies in the specialist area, in patients suffering from neurological pathologies and with limited autonomy, in patients suffering from contagious diseases, from ischemic and arrhythmic pathologies; suffering from complications from diabetes, suffering from onco-haematological diseases, with acute and chronic pain. Understanding of the potential and limitations of an EBP care model and of the support of recommendations according to authoritative Guidelines (where present).</p> <p>3. Ability to apply knowledge and understanding                      Ability to understand the main risks and prevention techniques in preventive medicine and in the healthcare and hospital environment. Acquire the ability to independently apply knowledge on specific medical-surgical PDTAs, and understand the specific professional and the margins of inter-professional collaboration. Know the main clinical assessment tools applicable by nurses.</p> <p>4. Autonomy of judgment                      Ability to deal with and manage vaccination counseling for healthy and at-risk subjects and preventive medicine counseling for the primary, secondary and tertiary prevention of chronic non-communicable diseases Recognize the importance of in-depth knowledge of topics consistent with proper nursing education. Knowing how to autonomously interpret the results of the evaluations in the clinical and experimental fields. Identify the fundamental role of correct theoretical knowledge of the nursing discipline.</p> <p>5. Communication skills                      Learn to communicate the risk deriving from the correct application of hygiene and preventive measures (standard precautions, hand washing, vaccination of health workers) and from incorrect lifestyle and nutritional habits. Learn to communicate at an institutional level using the knowledge acquired. Present the arguments orally in an organized and coherent way. Use of adequate and compliant scientific language the topic of discussion of Nursing and Health Sciences.</p> <p>6. Learning skills                      Being able to collect, organize and correctly interpret the information obtained from the various resources and databases available. Be able to periodically update by consulting scientific publications specific to the discipline and to follow any in-depth courses or seminars. Knowing how to use technology as the right support to preventive and communicative practices to be applied in preventive medicine. Recognize the possible applications of the skills acquired in Nursing</p> <p>6. Learning skills                      Being able to collect, organize and interpret correctly the information obtained from various resources and databases available. Be able to update periodically by consulting scientific publications of the discipline and to follow any advanced courses or seminars. Knowing how to use technology as a right support for preventive and communicative practices, applied to preventive medicine.</p>
<b>ASSESSMENT METHODS</b>	

	<p>Versione inglese</p> <p>The evaluation test makes use of a written test and / or an oral test, of both teaching disciplines (integrated course). The sum of one and / or the two scores of the individual tests will express the mark out of thirty and any honors, as described below.</p> <p>Scoring of the test (s):</p> <p>1. The structured written test of the single Integrated Course, lasting 90 minutes, includes n. 62 items to n. 4 multiple answers (a-d), for each of the which points will be awarded:</p> <p>a) +0.50 in case of correct answer;  b) - 0,10 in case of wrong answer (negative score);  c) 0 (zero) answer not given or omitted.</p> <p>2. The oral exam consists of a timed interview, aimed at verifying the knowledge and full understanding of the topics covered in the integrated course, as well as the candidate's personal ability to explain and elaborate his / her knowledge and in particular, demonstrate knowledge of the cultural bases in the field of Clinical Medical-Surgical Nursing and Hygiene, including the ability to apply these disciplines in a real context.</p> <p>The evaluation is out of thirty, as shown in the following scheme:</p> <p>- Grade: 30 - 30 with honors - Assessment: Excellent (ECTS grade A-A + excellent) Outcome: Excellent knowledge of the teaching contents. The student demonstrates high analytical-synthetic ability and is able to apply knowledge to solve highly complex problems.</p> <p>- Grade: 27 - 29 - Assessment: Excellent (ECTS grade B very good) Outcome: Excellent knowledge of teaching content and excellent language properties. The student demonstrates analytical-synthetic ability and is able to apply knowledge to solve problems of medium complexity and, in some cases, even high.</p> <p>- Grade: 24 - 26 - Assessment: Good (ECTS grade C Good) Outcome: Good knowledge of teaching content and good language skills. The student is able to apply knowledge to solve problems of medium complexity.</p> <p>- Grade: 21 - 23 - Assessment: Fair (ECTS grade D satisfactory) Outcome: Fair knowledge of the teaching contents, in some cases limited to main topics. Acceptable ability to use the specific language of the discipline and to independently apply the acquired knowledge.</p> <p>- Grade: 18 - 20 - Assessment: Sufficient (ECTS grade E sufficient) Outcome: Minimum knowledge of teaching content, often limited to main topics. Modest ability to use the specific language of the discipline and to independently apply the acquired knowledge.</p> <p>- Grade: 1 - 17 - Assessment: Inadequate (ECTS grade F Fail) Outcome: Does not possess an acceptable knowledge of the main teaching contents. Very little or no ability to use the specific language of the discipline and to independently apply the acquired knowledge. Failed exam.</p>
<b>TEACHING METHODS</b>	Frontal/face to face(FTF) lectures

<b>PREREQUISITES</b>	knowledge of general principles of clinical methodology and preventive medicine
<b>LEARNING OUTCOMES</b>	<p>1. Knowledge Basic knowledge of epidemiology and statistics applied to nursing. Knowledge of the nursing process in all its phases and of the peculiarities of the nursing assessment. Ability to classify the basic concepts of primary, secondary and tertiary prevention. Knowledge of the vaccination calendar of the Sicily Region. Knowledge of the interactions of microorganisms and the main factors associated with hospital infections. Basic knowledge of epidemiology and prevention of the main infectious diseases and their repercussions on the community with particular reference to institutionalized communities and to the population groups at greatest risk. Knowledge of the clinical methodology for the management of patients suffering from general medical and surgical pathologies, through general nursing care plans. Identify the collaborative problems and nursing diagnoses prevalent in the management of adult patients with medical pathologies in the specialist area (according to NANDA or ICNP); Identify the second care priorities and related hierarchy; Describe the use of assessment tools applicable in the clinical setting to ensure the validity and reliability of the measurements; Describe an intervention plan aimed at solving problems. Determine the health care indicators, where possible; Making use of recommendations through an EBP approach</p> <p>2. Knowledge and understanding Ability to analyze health risks due to modifiable habits and lifestyles. Ability to analyze the Vaccinal Calendar for Life and its applications in healthy subjects and affected by comorbidities. Evaluation of preventive procedures for the limitation of infectious and chronic-degenerative pathologies. Understanding of epidemiology and prevention strategies of the main infectious and chronic degenerative diseases. Understanding of the essential nutritional principles for the health of the population. Ability to identify nursing diagnoses and collaborative problems in medical-surgical care processes; Ability to identify and prioritize care, and interventions aimed at clinical and nursing outcomes. Ability to understand the peculiarities of care in stable and unstable patients suffering from medical pathologies in the specialist area, in patients suffering from neurological pathologies and with limited autonomy, in patients suffering from contagious diseases, from ischemic and arrhythmic pathologies; suffering from complications from diabetes, suffering from onco-haematological diseases, with acute and chronic pain. Understanding of the potential and limitations of an EBP care model and of the support of recommendations according to authoritative Guidelines (where present).</p> <p>3. Ability to apply knowledge and understanding Ability to understand the main risks and prevention techniques in preventive medicine and in the healthcare and hospital environment. Acquire the ability to independently apply knowledge on specific medical-surgical PDTAs, and understand the specific professional and the margins of inter-professional collaboration. Know the main clinical assessment tools applicable by nurses.</p> <p>4. Autonomy of judgment Ability to deal with and manage vaccination counseling for healthy and at-risk subjects and preventive medicine counseling for the primary, secondary and tertiary prevention of chronic non-communicable diseases Recognize the importance of in-depth knowledge of topics consistent with proper nursing education. Knowing how to autonomously interpret the results of the evaluations in the clinical and experimental fields. Identify the fundamental role of correct theoretical knowledge of the nursing discipline.</p> <p>5. Communication skills Learn to communicate the risk deriving from the correct application of hygiene and preventive measures (standard precautions, hand washing, vaccination of health workers) and from incorrect lifestyle and nutritional habits. Learn to communicate at an institutional level using the knowledge acquired. Present the arguments orally in an organized and coherent way. Use of adequate and compliant scientific language the topic of discussion of Nursing and Health Sciences.</p> <p>6. Learning skills Being able to collect, organize and correctly interpret the information obtained from the various resources and databases available. Be able to periodically update by consulting scientific publications specific to the discipline and to follow any in-depth courses or seminars. Knowing how to use technology as the right support to preventive and communicative practices to be applied in preventive medicine. Recognize the possible applications of the skills acquired in Nursing</p>
<b>ASSESSMENT METHODS</b>	<p>The evaluation test makes use of a written test and / or an oral test, of both teaching disciplines (integrated course). The sum of one and / or the two scores of the individual tests will express the mark out of thirty and any honors, as described below.</p> <p>Scoring of the test (s):</p> <p>1. The structured written test of the single Integrated Course, lasting 90 minutes, includes n. 62 items to n. 4 multiple answers (a-d), for each of the which points will be awarded:</p>

	<p>a) +0.50 in case of correct answer;  b) - 0,10 in case of wrong answer (negative score);  c) 0 (zero) answer not given or omitted.</p> <p>2. The oral exam consists of a timed interview, aimed at verifying the knowledge and full understanding of the topics covered in the integrated course, as well as the candidate's personal ability to explain and elaborate his / her knowledge and in particular, demonstrate knowledge of the cultural bases in the field of Clinical Medical-Surgical Nursing and Hygiene, including the ability to apply these disciplines in a real context.</p> <p>The evaluation is out of thirty, as shown in the following scheme:  - Grade: 30 - 30 with honors - Assessment: Excellent (ECTS grade A-A + excellent) Outcome: Excellent knowledge of the teaching contents. The student demonstrates high analytical-synthetic ability and is able to apply knowledge to solve highly complex problems.  - Grade: 27 - 29 - Assessment: Excellent (ECTS grade B very good) Outcome: Excellent knowledge of teaching content and excellent language properties. The student demonstrates analytical-synthetic ability and is able to apply knowledge to solve problems of medium complexity and, in some cases, even high.  - Grade: 24 - 26 - Assessment: Good (ECTS grade C Good) Outcome: Good knowledge of teaching content and good language skills. The student is able to apply knowledge to solve problems of medium complexity.  - Grade: 21 - 23 - Assessment: Fair (ECTS grade D satisfactory) Outcome: Fair knowledge of the teaching contents, in some cases limited to main topics. Acceptable ability to use the specific language of the discipline and to independently apply the acquired knowledge.  - Grade: 18 - 20 - Assessment: Sufficient (ECTS grade E sufficient) Outcome: Minimum knowledge of teaching content, often limited to main topics. Modest ability to use the specific language of the discipline and to independently apply the acquired knowledge.  - Grade: 1 - 17 - Assessment: Inadequate (ECTS grade F Fail) Outcome: Does not possess an acceptable knowledge of the main teaching contents. Very little or no ability to use the specific language of the discipline and to independently apply the acquired knowledge. Failed exam.</p>
<b>TEACHING METHODS</b>	Face to face lessons

**MODULE  
GENERAL AND APPLIED HYGIENE**

*Prof. CLAUDIO COSTANTINO - Sede GORDON, - Sede GORDON*

**SUGGESTED BIBLIOGRAPHY**

Igiene, Epidemiologia ed Organizzazione Sanitaria orientate per problemi  
F.Vitale, M.Zagra  
Elsevier  
Igiene Medicina Preventiva Sanita' Pubblica  
W. Ricciardi  
Monduzzi Editore

<b>AMBIT</b>	10303-Scienze propedeutiche
<b>INDIVIDUAL STUDY (Hrs)</b>	75
<b>COURSE ACTIVITY (Hrs)</b>	50

**EDUCATIONAL OBJECTIVES OF THE MODULE**

The course will provide general and basic knowledge of the Epidemiology and Statistic methods applied to biomedical sciences. Furthermore, at the end of the course, the students will be aware of the 2017-2019 National Vaccine Prevention Plan, of the Regional Prevention Plan and of the current Sicilian Vaccination Schedule. In particular, they will know the vaccination offer in pediatric, adolescent and adults / elderly in Sicily. Finally, the course will provide knowledge on the role of the nurse in healthcare context in the prevention of infectious and noncommunicable diseases. The prevention of infections related with health care setting, of good medical practices and standard precaution will be analyzed in depth. A focus on the role of nurse in the contrast of COVID-19 pandemic will be carried out.

**SYLLABUS**

<b>Hrs</b>	<b>Frontal teaching</b>
4	Principles of general and applied epidemiology
4	Epidemiological Studies, principles of primary, secondary and tertiary prevention
4	Pediatric Vaccinations of the National Immunization Plan 2019-2022
4	Adolescent Vaccinations of the National Immunization Plan 2019-2022
4	Adults Vaccinations of the National Immunization Plan 2019-2022
4	Elderly Vaccinations of the National Immunization Plan 2019-2022
2	communication techniques with general population in Public Health (vaccination counselling, cancer screening counselling, etc...)
4	Life styles and association with non-communicable diseases
4	Cancer screening (Pap test and HPV-DNA Test, FOBT and colonoscopy, mammography)
4	Role of the nurse in the contrast of COVID-19 pandemic
4	Prevention of Infection related with healthcare setting
4	Good clinical practices and standard precaution
4	Nurse management in the National and Regional Health care service and principles of health management

**MODULE  
GENERAL AND APPLIED HYGIENE**

*Prof. EMANUELE AMODIO - Sede NIGHTINGALE, - Sede NIGHTINGALE*

**SUGGESTED BIBLIOGRAPHY**

Igiene, Epidemiologia ed Organizzazione Sanitaria orientate per problemi  
F.Vitale, M.Zagra  
Elsevier  
Igiene Medicina Preventiva Sanita' Pubblica  
W. Ricciardi  
Monduzzi Editore

<b>AMBIT</b>	10303-Scienze propedeutiche
<b>INDIVIDUAL STUDY (Hrs)</b>	75
<b>COURSE ACTIVITY (Hrs)</b>	50

**EDUCATIONAL OBJECTIVES OF THE MODULE**

The course will provide general and basic knowledge of the Epidemiology and Statistic methods applied to biomedical sciences. Furthermore, at the end of the course, the students will be aware of the 2017-2019 National Vaccine Prevention Plan, of the Regional Prevention Plan and of the current Sicilian Vaccination Schedule. In particular, they will know the vaccination offer in pediatric, adolescent and adults / elderly in Sicily. Finally, the course will provide knowledge on the role of the nurse in healthcare context in the prevention of infectious and noncommunicable diseases. The prevention of infections related with health care setting, of good medical practices and standard precaution will be analyzed in depth. A focus on the role of nurse in the contrast of COVID-19 pandemic will be carried out.

**SYLLABUS**

<b>Hrs</b>	<b>Frontal teaching</b>
4	Principles of general and applied epidemiology
4	Epidemiological Studies, principles of primary, secondary and tertiary prevention
4	Pediatric Vaccinations of the National Immunization Plan 2019-2022
4	Adolescent Vaccinations of the National Immunization Plan 2019-2022
4	Adults Vaccinations of the National Immunization Plan 2019-2022
4	Elderly Vaccinations of the National Immunization Plan 2019-2022
2	communication techniques with general population in Public Health (vaccination counselling, cancer screening counselling, etc...)
4	Life styles and association with non-communicable diseases
4	Cancer screening (Pap test and HPV-DNA Test, FOBT and colonoscopy, mammography)
4	Role of the nurse in the contrast of COVID-19 pandemic
4	Prevention of Infection related with healthcare setting
4	Good clinical practices and standard precaution
4	Nurse management in the National and Regional Health care service and principles of health management

**MODULE  
CLINICAL NURSING METHODOLOGY 2**

*Prof. ROBERTO LATINA - Sede GORDON, - Sede GORDON*

**SUGGESTED BIBLIOGRAPHY**

Per le Procedure:

•Nettina SM. Il Manuale dell'infermiere. IV Edizione, Volume I, Ed. Piccin, 2021

Oppure:

•Berman A, Snyder S. Kozier.Nursing clinico. Tecniche e procedure. Ed. EDdises, 2019

Per i piani assistenziali:

•Gordon M. Piani di assistenza in Medicina e Chirurgia, Ed. Sorbona, 2008

Oppure:

•Carpenito LJ. Piani di assistenza infermieristica. 3° Edizione. Casa Editrice Ambrosiana 2019

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Potranno essere forniti articoli da parte del docente ad uso didattico

<b>AMBIT</b>	10307-Scienze infermieristiche
<b>INDIVIDUAL STUDY (Hrs)</b>	45
<b>COURSE ACTIVITY (Hrs)</b>	30

**EDUCATIONAL OBJECTIVES OF THE MODULE**

At the end of the course the student must be able to:

- to build a Nursing plan in the medical area or basic surgery;
- to identify collaborative care problems and nursing diagnoses, the related interventions and motivations underlying them and the methods of measuring the outcomes;
- to manage a care process in subjects suffering from acute and chronic pain;
- to manage a bereavement care process;
- to manage a care process in subjects affected by leukemia and lymphoma;
- to manage a care process in subjects suffering from stroke and TIA;
- to manage a care process in subjects suffering from acute coronary syndrome and complications;
- to manage a care process in subjects suffering from diabetes and complications (hyperosmolar hyperglycemia syndrome, diabetic ketoacidosis, hypoglycemia);
- to manage a care process during blood transfusion;
- to manage a care process in subjects undergoing haematopoietic stem cell transplantation;
- to manage a care process in subjects affected by mucositis;
- to manage a care process in patients with pressure ulcers;
- to manage a care process in people with ostomy;
- to management of the care process in the perioperative period and potential complications;
- to use evaluation tools and their interpretation;
- to manage the drug administration process.

**SYLLABUS**

<b>Hrs</b>	<b>Frontal teaching</b>
1	Introduction to the course and learning objectives. Nursing assessment: Gordon's Functional Models: a framework for assessment. The physical examination. Nursing assessment tools
4	Care plan for the person affected by stroke cerebri: distinction with TIA, use of ABC2, risk factors, diagnostic investigations, neurological evaluation of the patient with stroke pre-hospital evaluation of the patient with stroke (ABC, Glasgow coma Scale, Cincinnati PreHospital Stroke Scale ), nutritional assessment (MUST, MNA, anthropometric and bio-humoral parameters) management of BP, T and glycemia, reduction of mobility, sensory and perceptual deficits, evaluation of dysphagia, alteration of the feeding model, risk of thrombus embolic phenomena, thrombolysis , NIHSS scale, evaluation of interventions;
4	Care plan for the subject affected by cancer, leukemia-lymphoma: diagnostic investigations, potential complications, physical examination and nursing history according to Gordon, knowledge deficit, risk of infections, risk of fluid deficiency, nutritional imbalance, risk of alteration of the elimination model intestinal, impaired urinary elimination, altered sexual pattern and body image, pain, nausea and vomiting, evaluation of interventions; Intravenous injections, central and peripheral vascular accesses-intramuscular injections: execution techniques invasive procedures: execution techniques and pre and post thoracentesis, paracentesis,
6	Care plan for the subject undergoing bone marrow transplantation, explantation and apheresis, diagnostic investigations, potential complications, physical examination and nursing history according to Gordon, knowledge deficit, risk of infections, risk of fluid deficiency, nutritional imbalance, risk of alteration bowel elimination pattern, impaired urinary elimination, alteration of sexual pattern and body image, GVHD, nausea and vomiting, protective and social isolation, evaluation of interventions; Management of mucositis. Evaluation according to WHO and OAG, prevention and treatment according to evidence.



3	The surgical patient. Preparation for election surgery and urgency. Nursing care in the immediate pre- and post-operative: - drainage, treatment of the surgical wound; - pain in surgery. The aseptic and septic wound dressing; pressure injuries, NPUAP guidelines, EPUAP Stoma: intestinal and urinary. The stomacare.
4	Acute pain patient care plan: nociception, one-dimensional assessment scales (FLACC, Wong Baker Face Pain Scale, Abbey, Face Pain Scale, VAS, NRS, PAINAD, Critical Care Pain Observational Tool, Behavioral Pain Scale, PQRST models, SOCRATES, Pharmacological Interventions (WHO Ladder) Non-Pharmacological Treatments, Gender Medicine and Pain. Care plan for the person with chronic pain: multidimensional assessment scales (BPI), pharmacological interventions with NSAIDs, adjuvants, opiates, opioid agonists, management of complications and side effects, from treatment, non-pharmacological treatments (CAM), evaluation of interventions;
2	Transfusion of blood, blood products and blood components, indications. Italian legislation and liability; assistance during blood transfusion. Notes on enteral nutrition and total parenteral nutrition
4	Assistance plan for the subject in the mournful condition: Care plan for the subject affected by thrombo-embolic phenomena, complications of anticoagulant therapy, evaluation of interventions; Care plan for the subject suffering from chest pain and acute myocardial infarction: diagnostic investigations, potential complications, physical examination and nursing history according to Gordon, risk of ventricular arrhythmias, chest pain, hypoxemia, injuries, lack of knowledge, thrombolysis, evaluation of interventions; Care plan for the clinically unstable subject: Modified Early Warning score, Notes on BLS. Nursing implications in the management of blood, blood products and blood components. Early and late complications, Coombs test, group.  Management of diabetes complications: hypoglycemia, ketoacidosis and hyperosmolar hyperglycemia syndrome
2	Nursing responsibility in drug administration and clinical risk. Dilutions and types and enteral, perenteral administrations, advantages and disadvantages Exercises with clinical cases, interactive quizzes in the classroom and role-playing games.

**MODULE  
CLINICAL NURSING METHODOLOGY 2**

*Prof.ssa MARIA RITA GIAMMARINARO - Sede NIGHTINGALE, - Sede NIGHTINGALE*

**SUGGESTED BIBLIOGRAPHY**

Per le Procedure:

•Nettina SM. Il Manuale dell'infermiere. IV Edizione, Volume I, Ed. Piccin, 2021

Oppure:

•Berman A, Snyder S. Kozier.Nursing clinico. Tecniche e procedure. Ed. EDdises, 2019

Per i piani assistenziali:

•Gordon M. Piani di assistenza in Medicina e Chirurgia, Ed. Sorbona, 2008

Oppure:

•Carpenito LJ. Piani di assistenza infermieristica. 3° Edizione. Casa Editrice Ambrosiana 2019

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Potranno essere forniti articoli da parte del docente ad uso didattico

<b>AMBIT</b>	10307-Scienze infermieristiche
<b>INDIVIDUAL STUDY (Hrs)</b>	45
<b>COURSE ACTIVITY (Hrs)</b>	30

**EDUCATIONAL OBJECTIVES OF THE MODULE**

At the end of the course the student must be able to acquire the knowledge and skills useful for the care process for the nursing and collaborative management of adult patients suffering from clinical conditions in the medical-surgical area, through an evidence-based approach.

**SYLLABUS**

<b>Hrs</b>	<b>Frontal teaching</b>
1	Introduction and Learning outcomes. Gordon's Functional Models: a framework for assessment. Nursing assessment. Presentation of the didactic nursing folder.
4	Care plan for the person affected by stroke cerebri: distinction with TIA, use of ABC2, risk factors, diagnostic investigations, neurological evaluation of the patient with stroke pre-hospital evaluation of the patient with stroke (ABC, Glasgow coma Scale, Cincinnati PreHospital Stroke Scale ), nutritional assessment (MUST, MNA, anthropometric and bio-humoral parameters) management of BP, T and glycemia, reduction of mobility, sensory and perceptual deficits, evaluation of dysphagia, alteration of the feeding model, risk of thrombus embolic phenomena, thrombolysis , NIHSS scale, evaluation of interventions;
4	Care plan for the subject affected by cancer, leukemia-lymphoma: diagnostic investigations, potential complications, physical examination and nursing history according to Gordon, knowledge deficit, risk of infections, risk of fluid deficiency, nutritional imbalance, risk of alteration of the elimination model intestinal, impaired urinary elimination, altered sexual pattern and body image, pain, nausea and vomiting, evaluation of interventions; Intravenous injections, central and peripheral vascular accesses-intramuscular injections: execution techniques invasive procedures: execution techniques and pre and post thoracentesis, paracentesis,
6	Care plan for the subject undergoing bone marrow transplantation, explantation and apheresis, diagnostic investigations, potential complications, physical examination and nursing history according to Gordon, knowledge deficit, risk of infections, risk of fluid deficiency, nutritional imbalance, risk of alteration bowel elimination pattern, impaired urinary elimination, alteration of sexual pattern and body image, GVHD, nausea and vomiting, protective and social isolation, evaluation of interventions; Management of mucositis. Evaluation according to WHO and OAG, prevention and treatment according to evidence.
4	The surgical patient. Preparation for elective and emergency surgery. Nursing care immediately before and after surgery: - drainage, treatment of the surgical wound; pain in surgery. Aseptic and septic wound dressing; pressure injuries, NPUAP guidelines, EPUAP
3	Acute pain patient care plan: nociception, one-dimensional assessment scales (FLACC, Wong Baker Face Pain Scale, Abbey, Face Pain Scale, VAS, NRS, PAINAD, Critical Care Pain Observational Tool, Behavioral Pain Scale, PQRST models, SOCRATES, Pharmacological Interventions (WHO Ladder) Non-Pharmacological Treatments, Gender Medicine and Pain. Care plan for the person with chronic pain: multidimensional assessment scales (BPI), pharmacological interventions with NSAIDs, adjuvants, opiates, opioid agonists, management of complications and side effects, from treatment, non-pharmacological treatments (CAM), evaluation of interventions;
3	Transfusion of blood, blood products and autotransfusion: transport, storage and preparation; assistance during blood transfusion Enteral nutrition: nasogastric tube, gastrostomy; continuous enteral feeding; Total parenteral nutrition

5	<p>Assistance plan for the subject in the mournful condition:</p> <p>Care plan for the subject affected by thrombo-embolic phenomena, complications of anticoagulant therapy, evaluation of interventions;</p> <p>Care plan for the subject suffering from chest pain and acute myocardial infarction: diagnostic investigations, potential complications, physical examination and nursing history according to Gordon, risk of ventricular arrhythmias, chest pain, hypoxemia, injuries, lack of knowledge, thrombolysis, evaluation of interventions;</p> <p>Care plan for the clinically unstable subject: Modified Early Warning score, Notes on BLS. Nursing implications in the management of blood, blood products and blood components. Early and late complications, Coombs test, group.</p> <p>Management of diabetes complications: hypoglycemia, ketoacidosis and hyperosmolar hyperglycemia syndrome</p>
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