



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 | 2022/2023 | | |
| BACHELOR'S DEGREE (BSC) | NURSING | | |
| INTEGRATED COURSE | RESEARCH METHODOLOGY AND NURSING HOME CARE - INTEGRATED COURSE | | |
| CODE | 21849 | | |
| MODULES | Yes | | |
| NUMBER OF MODULES | 2 | | |
| SCIENTIFIC SECTOR(S) | MED/45 | | |
| HEAD PROFESSOR(S) | ASARO GIUSEPPE | Professore a contratto | Univ. di PALERMO |
| OTHER PROFESSOR(S) | LA ROSA PAOLO ALESSIO | Professore a contratto | Univ. di PALERMO |
| | ASARO GIUSEPPE | Professore a contratto | Univ. di PALERMO |
| CREDITS | 7 | | |
| PROPAEDEUTICAL SUBJECTS | | | |
| MUTUALIZATION | | | |
| YEAR | 2 | | |
| TERM (SEMESTER) | 2° semester | | |
| ATTENDANCE | Mandatory | | |
| EVALUATION | Out of 30 | | |
| TEACHER OFFICE HOURS | ASARO GIUSEPPE Monday 18:10 19:10 Polo di trapani LA ROSA PAOLO ALESSIO Monday 11:00 13:00 ISMETT - Istituto Mediterraneo per i Trapianti Via Tricomi 1,Palermo | | |

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| PREREQUISITES | Knowledge of General Nursing and Clinical Methodology. Use of the PC and the Excel program |
| LEARNING OUTCOMES | <p>General teaching objectives:</p> <p>At the end of the course the student will be able to understand the theoretical bases of nursing research and assistance of the person in the community, the specific welfare aspects of the fragile population and the organization of local services.</p> <p>Acquire knowledge of the main preventable and preventable risk factors in the area, to be applied in the healthcare process in proximity medicine. To acquire the ability to autonomously apply the knowledge of the care and research process to real situations.</p> <p>Dublin Descriptors</p> <p>Knowledge and understanding:</p> <p>Knowing how to evaluate the principles of clinical nursing in the community and proximity that govern the care process and have a first approach to the conditions in healthy subjects and affected by chronic degenerative diseases. Demonstrate knowledge of the phases of the care process and nursing research, respecting specific functions and towards other health professionals. Acquire the ability to integrate Nursing between the various disciplines. Describe the aspects of evaluation and assessment, before the nursing diagnostic process, and of the primary, secondary and tertiary prevention strategies applicable in the area. Describe the qualitative and quantitative research approaches applicable to Nursing. Understanding the consequences of clinical alterations on autonomy and the availability of evaluation tools. Understanding the consequences of alterations in homeostasis on the need for nursing. Understand the unique aspects of bibliographic research and the use of databases.</p> <p>Ability to apply knowledge and understanding:</p> <p>Acquire the ability to autonomously apply knowledge about the nursing and problem-solving process in subjects suffering from chronic non-infectious and infectious diseases. Know the main taxonomic models of Nursing (eg ICNP or NANDA). Acquire the ability to independently apply the knowledge of Nursing in the relationship with the client, with the family and with the caregiver. Acquire the ability to independently apply the knowledge necessary to query a database through specific queries to query the databases for bibliographic research and the use of Boolean operators.</p> <p>Autonomy of judgment:</p> <p>Recognize the importance of an in-depth knowledge of topics consistent with adequate nursing education in the health and biomedical research area. Knowing how to autonomously interpret the results of a clinical evaluation clinical and experimental nursing. Identify the fundamental role of correct theoretical knowledge of disciplines in clinical practice.</p> <p>Communication skills:</p> <p>Present the arguments orally in an organized and coherent way. Use of a scientific language that is adequate and consistent with the topic of the discussion.</p> <p>Learning ability:</p> <p>Recognize the possible applications of the skills acquired in the future career. Evaluate the importance of the knowledge acquired in the general process of continuing medical education in particular nursing and health care.</p> |
| ASSESSMENT METHODS | <p>The evaluation test makes use of a written test, of both teaching disciplines (integrated course). The final evaluation will be expressed out of thirty with possible honors.</p> <p>Scoring of the written test:</p> <p>1. The structured written test of the single Integrated Course, lasting 60 minutes, includes n. 52 items to n. 4 multiple answers (a-d), for each of which the score will be attributed:</p> <p>a) +0.60 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>Below is the interpretation of the relative scores:</p> <p>- Mark: 30 - 30 with honors - Evaluation: 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 the knowledge to solve highly complex problems.</p> |

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| | <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 the 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 media problems complexity.</p> <p>- Grade: 21 - 23 - Assessment: Fair (ECTS grade D satisfactory) Outcome: Fair knowledge of the teaching contents, in some cases limited to the main topics. Acceptable ability to use 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 the teaching contents, often limited to the main topics. Modest ability to use the specific language of discipline and to independently apply the acquired knowledge.</p> <p>- Grade: 0 - 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> |
| TEACHING METHODS | Lessons in the presence integrated by exercises on the use of databases useful for bibliographic research |

MODULE HOME AND COMMUNITY NURSING

Prof. GIUSEPPE ASARO

SUGGESTED BIBLIOGRAPHY

Prandi C et al. Assistenza domiciliare e cure primarie. Il nuovo orizzonte della professione infermieristica, Ed., 2018
 Antonelli D. L'infermiere di famiglia e cure primarie. Aspetti gestionali e competenze cliniche. Edizione Piccin:2017
 Tabacchi A. L'educatore al domicilio, tra la riflessività e buona prassi. EDUcart edizione 2018

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| AMBIT | 10307-Scienze infermieristiche |
| INDIVIDUAL STUDY (Hrs) | 45 |
| COURSE ACTIVITY (Hrs) | 30 |

EDUCATIONAL OBJECTIVES OF THE MODULE

The student must:

- Know and understand the structural and conceptual evolution in home nursing.
- Know the regulatory framework that governs home care.
- Understand the phenomenon of epidemiological transition.
- Know the main tools for detecting needs.
- Demonstrate the ability to teach the patient and caregiver about the therapeutic treatments in place. Being able, as the disease progresses, to guide the patient and family with confidence and to anticipate their problems on a physical, psychosocial and spiritual level.
- Understanding the needs of their patients, offering care that respects the culture of the individual.
- Being able to identify the impact that the disease can have on all family members, as well as the social consequences that may arise from it.
- Clearly identify the roles of each team member and be able to articulate their unique contribution to the team.
- Knowing and knowing how to interact with the local services.
- Understand that the practice that characterizes home nursing is aimed at strengthening the abilities of patients and families.
- Demonstrate, through clinical practice, that training is about facilitating learning.

SYLLABUS

| Hrs | Frontal teaching |
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| 3 | Nursing in primary care and at home: paradigm and legislation From case to situation |
| 3 | Nursing work in the community The trajectories of life and illness: turning points and new life goals |
| 3 | Caring for the sick with chronic disease Taking care of families |
| 3 | Empowerment of the assisted person and citizens Health literacy |
| 3 | Citizen and family advocacy Interprofessional work in home teams |
| 3 | The assessment of the patient's needs |
| 3 | Case management Primary care |
| 3 | Hospitalization at home and in the community Continuity of care |
| 3 | Coordination of continuity of care with transitional care Family members, caregivers and their need for care |
| 3 | Make care suitable for the home The nurse in home care: a systemic connection actor |

**MODULE
NURSING RESEARCH METHODOLOGY**

Prof. PAOLO ALESSIO LA ROSA

SUGGESTED BIBLIOGRAPHY

Sironi C. Introduzione alla Ricerca Infermieristica. I fondamenti teorici e gli elementi di base per comprenderla nella realta' italiana. Casa Editrice Ambrosiana. 2010

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| AMBIT | 10307-Scienze infermieristiche |
| INDIVIDUAL STUDY (Hrs) | 60 |
| COURSE ACTIVITY (Hrs) | 40 |

EDUCATIONAL OBJECTIVES OF THE MODULE

At the end of the course the student must:

- describe the research process and related phases;
- distinguish aspects of quantitative research from qualitative research;
- define the basic aspects of EBP
- identify problems from which it is possible to formulate research questions relating to nursing issues;
- drawing and implementing a research project for a thesis in the Bachelor in Nursing
- use Pubmed and build some research these
- research, select and evaluate the results of nursing research or of nursing interest;
- design and implement a research project for a degree thesis.

SYLLABUS

| Hrs | Frontal teaching |
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| 4 | Introduction to the course and learning objectives. Nursing education and academic career requirements |
| 4 | Historical Developments in Nursing Research Theory |
| 4 | The role of the nurse as user and/or research producer; |
| 4 | The research process and phases. Notions of EBP methodology applied to Nursing |
| 4 | Classification of biomedical information and study designs |
| 4 | Notions of qualitative research. Differences with quantitative research |
| 4 | Principles of methodology of the research to improve clinical practice |
| 4 | Design and implement a data collection plan for the degree thesis |
| Hrs | Practice |
| 8 | Use of biomedical information databases. Use of Query on Pub-Med and Boolean operators |